



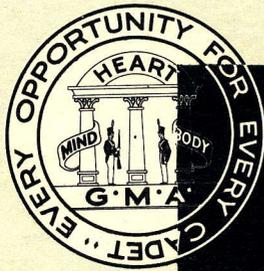
IN MEMORY
SGT. JOHNSON
CLASS 1935



GEORGIA MILITARY ACADEMY



COLLEGE PARK, GEORGIA



GEORGIA MILITARY *Academy*

COLLEGE PARK • GEORGIA
SEVEN MILES FROM ATLANTA



THE EAGLE

**Symbolizes GMA Standards
and True Americanism**

Member of the Southern Association of Colleges and Secondary Schools.

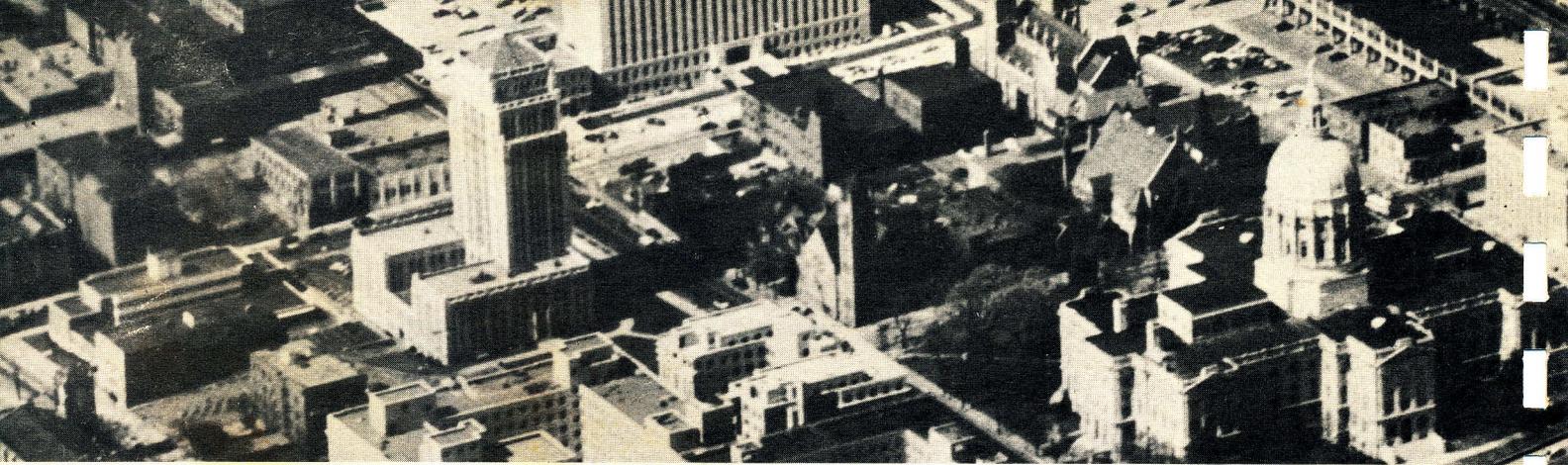
Member of the Southern Association of Independent Schools.

Member of the Mid-South Association of Independent Schools.

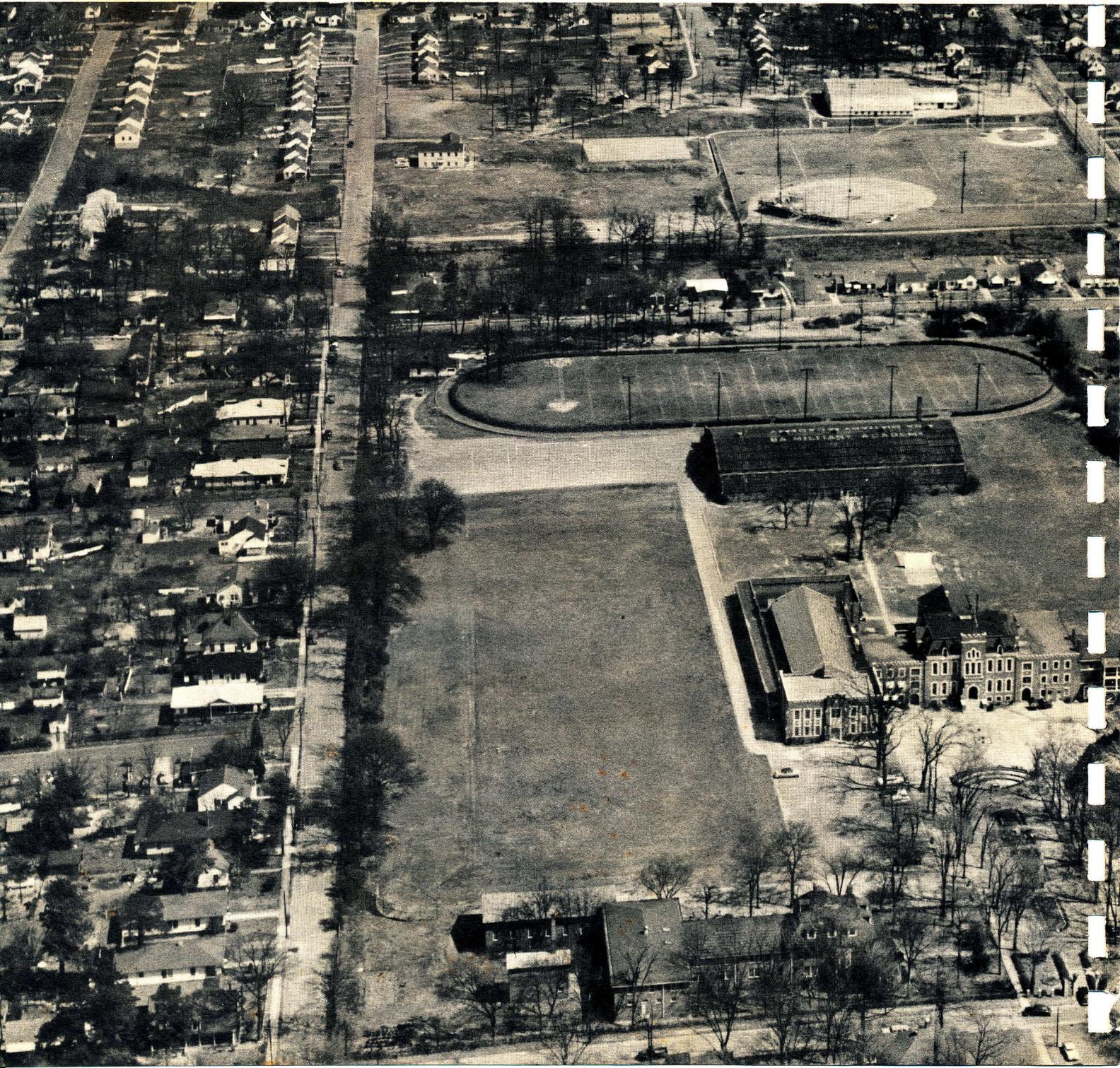
Member of the Association of Military Colleges and Schools of the United States.

Member of the American Association of Independent Schools.

Designated as an Honor Military School by the U. S. Department of Army for 30 years.



GEORGIA MILITARY ACADEMY





• SEVEN MILES FROM ATLANTA

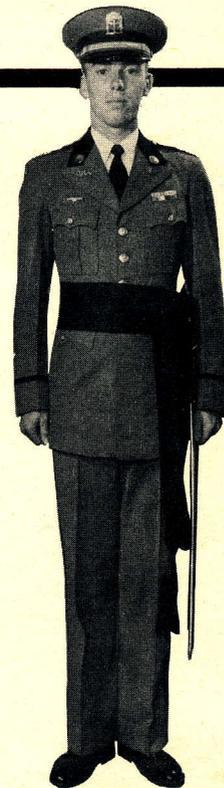


ATLANTA AIRPORT
1 1/2 MILES

What IS A BOY?

He is the person who is going to carry on what you have started. He is going to sit right where you are sitting and attend to those things you think are so important when you are gone. You may adopt all the policies you please, but how they will be carried on depends upon him. Even if you make leagues and treaties, he will have to manage them. He is going to sit at your desk in the Senate and occupy your place on the Supreme Bench. He is going to move in and take over your churches, universities, and corporations. When you get done, all your work is going to be judged and praised or condemned by him. Your reputation and your fortune are in his hands. He will assume control of your cities. Right now the future President is playing marbles, and the most famous actor of his day is complaining because he does not want to go to bed. Not your contemporaries and your fellow citizens, but the boys out there in the school yard, are going to say whether after all you were a grand and noble hero or a blatherskite. It is the boy who will amend your rules, alter your creeds, laugh at your mistakes. He may think kindly of you, and say you did the best you could, or he may not. Watch your step! All your work is for him, and the fate of the nation and of humanity is in his hands. So, *it might be well to pay him some attention.*

Dr. Frank Crane



Once this cadet was a little boy with great potentialities. Training has made him the realization of parental hopes and prayers.

Boy WANTED!



A boy that's honest, pure and neat,
That will not lie, or steal, or cheat,
One that's polite and kind, and true—
That doesn't drink, or smoke or chew.

One thousand first-class places wait,
For boys whose future shall be great;
But they must have these points—rely,
None others need for them apply.

A boy that's active, steady, bright,
That will not fear to do what's right;
One that will work, do well his part;
That does not swear—has a good heart.

Our public men are falling fast
Their names must number in the past!
And very sad will be the case
If we've no boys to fill their place.

Capt. A. J. Smith.

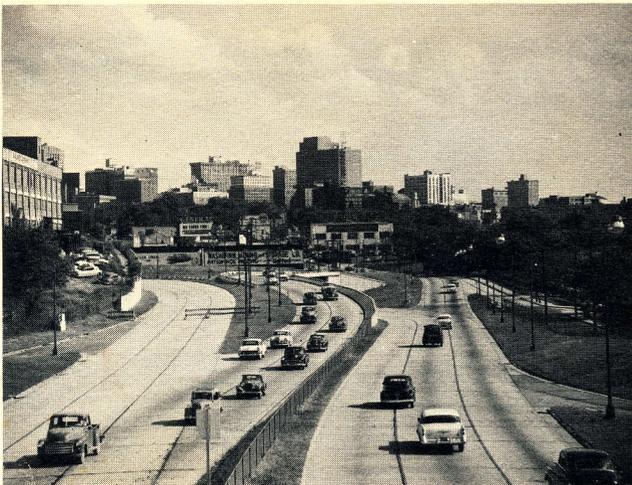
Atlanta ... Heart of the Southland



Municipal Airport



Biltmore



Expressway

EVERY MAN is the product of two fundamental factors—Heredity and Environment. Accepting the former as our birthright and greatest blessing, our next concern and duty is to give the child that environment which will open new windows in his soul, widen his angle of vision, arouse his ambition, help him to evaluate standards, fix right and noble objectives, and bring into full function all the mainsprings of his being.

ATLANTA: When Georgia Military Academy was founded it was located near Atlanta because the founder believed the location to be the most desirable place for a military school in the southeast. At that time the city was growing very fast as an educational and industrial center. It was and still is looked upon as the distributing center of the southeastern states. Most of the national corporations have their southern division offices located in the city. The founder believed that Atlanta offered an historical, cultural, and industrial background that could be used in creating a greater desire for achievement and that larger windows of vision would be opened in the minds of those young people who would become familiar with the history and development of this great southern city.



Third Army Headquarters

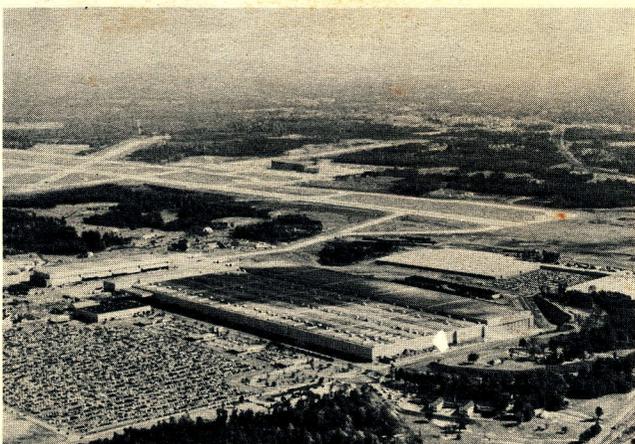
BUILDINGS AND EQUIPMENT: Boys leaving home for their first experience in a boarding school need to have preserved the essentials of a happy, refined, and well-guided home life. Georgia Military Academy fashions its buildings like modern homes with inviting verandas, walks, plazas, courts, flower gardens, and play grounds surrounding the buildings. This arrangement encourages refinement and gentle manners and brings the cadets into happy, helpful, wholesome contact with their teachers who live in the dormitories with them. The rooms are comfortable and are equipped with individual lockers for every boy, single or double decked beds and individual tables for study. Toilets and baths are located on every floor. The floors of all cadet rooms are covered with asphalt tile. All rooms are well lighted and steam heat is generated by gas fed boilers. The school equipment includes two libraries, one for senior school cadets and one for juniors; three gymnasiums, one for senior cadets, one for eighth grade, and one for the juniors; a tile indoor swimming pool, heated for winter use; an indoor rifle range; two baseball fields;

two football fields; a lighted stadium with a quarter mile cinder track and stands adequate for two thousand spectators; five indoor basketball courts; eight tennis courts, four hard surfaced and four clay; and several volley ball and badminton courts. A new administration building has been built on the front of the auditorium which contains the executive offices on the first floor, an air conditioned study hall and six air conditioned classrooms on the second floor. The same air conditioning equipment which cools the new building cools the auditorium. A study of the pictures in the catalog is invited.

ATHLETIC ADVANTAGES: Because of the size of Atlanta, approximately 850,000 population, there are many large public boys' high schools and private schools that offer athletic competition to our teams. These contests are played with no interference to our academic work because very little time is lost going to and from them. Athletic teams of schools not so well located lose a great deal of time on trips away from school.



Georgia Tech — Grant Field



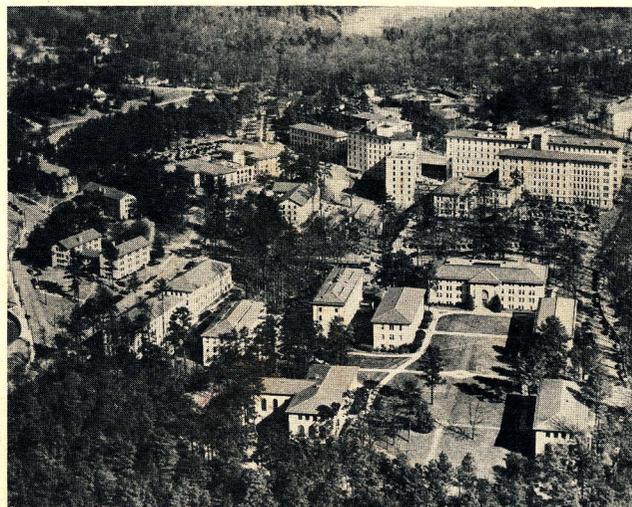
Lockheed Aircraft Corporation



Georgia State College of Business Administration



Cyclorama — Battle of Atlanta

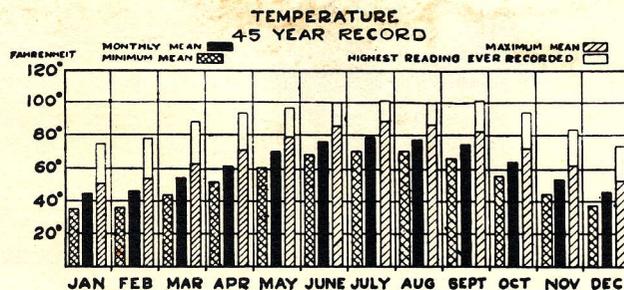


Emory University

CULTURAL ADVANTAGES: Schools located in small cities or in mountain districts, reflect the life of that particular environment. Often the boy becomes homesick, restless, discouraged and dissatisfied because there is no change of scenery for him when he is permitted to leave the campus. When he is allowed to visit a nearby city for amusement or entertainment, a great loss of time and waste of money is incurred in making the trip, and loss of control results for long periods of time. In order to save money to spend in the city, thumbing rides on the highways result. If the trips to the educational centers are denied, the boy loses the cultural advantages of the city. This is not the case with GMA cadets, who derive the cultural advantages of Atlanta—the educational, industrial and military center of the South. The Georgia Institute of Technology, The Georgia State College of Business Administration, Oglethorpe University, Columbia Theological Seminary, The Atlanta Dental College, Emory University, Agnes Scott College, all are located in Atlanta. Cadets are privileged to attend opera and to hear the great orchestras and musicians that give concerts annually in Atlanta. They are encouraged to visit The High Art Museum. They are frequently guests of the largest churches and hear the great ministers of the city, many of whom appear as guest speakers in our chapel. Our cadets visit the athletic contests, the shops and foundries of Georgia Tech.

They hear the Emory Glee Club and see the scientific exhibit given annually by Emory University. They are frequently taken in groups to visit places of interest such as Stone Mountain, the Cyclorama of the Battle of Atlanta, Fort McPherson, the Federal Penitentiary, and the great factories of Atlanta. High-ranking Army officers review the battalion from time to time. On these occasions large crowds of spectators gather for the parade, thus adding interest.

CLIMATIC ADVANTAGES: The climate of Atlanta offers superior health conditions. With an elevation of slightly over 1100 feet it has the highest altitude of any city its size in the United States, except Denver. Its mean temperature over a period of five years was 61.2 degrees Fahrenheit. Spring arrives early, Fall remains late.

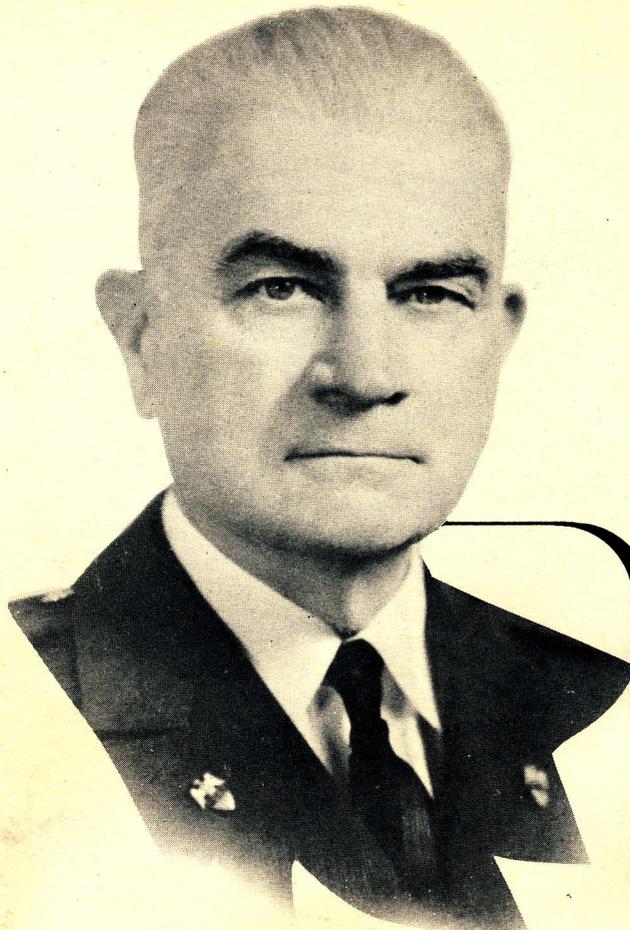


An Ideal Environment . . .



COLONEL J. C. WOODWARD

President of Georgia Military Academy, 1900-1939



COLONEL J. C. WOODWARD, Founder of Georgia Military Academy, was born on a farm in Butts County, Ga., July 26, 1866. As a boy he attended the county schools when it was possible for him to get away from work on the farm. At eighteen years of age he entered North Georgia Agricultural College at Dahlonega, Ga., from which he graduated as first honor cadet and senior Captain. He studied law for a short while after graduating, but his previous experience in working with young people caused him to love the work so well that he gave up the study of law and became a teacher.

Before founding the Georgia Military Academy, Colonel Woodward served as a teacher in Gainesville College and Jackson Institute; the commandant of cadets at Gordon Institute; the President of Middle Georgia Military and Agricultural College; and the Superintendent of Schools, at Newnan, Georgia. He and Mrs. Woodward, attended the University of Chicago from 1896 to 1898. After receiving his Bachelor of Arts degree from the University of Chicago, he returned to Newnan, Ga., where he remained for two years before moving to College Park.

In 1900 a group of citizens of College Park persuaded Colonel Woodward to come to College Park and found Georgia Military Academy. He began the first year with thirty cadets and one building, Founders Hall, our present academic building. He and Mrs. Woodward looked after all school affairs. Although he received many tempting offers to head larger and higher institutions, he remained as president of GMA until his death.

In 1914 Colonel Woodward founded the National Association of Military Colleges and Schools and served as its first president. Throughout his life he continued to work with this association to improve the standards of the member schools and to secure closer cooperation with the War Department. During the years that followed, he took an active part in the work of the association, and served as its representative to the War Department when legislation was needed. He succeeded in getting the Junior Military Schools recognized in the National Defense Act of 1916, and in getting appointments to West Point and Annapolis awarded to Honor Graduates of these schools.

In 1932 Col. Woodward, who was sole owner of Georgia Military Academy, realizing that he was getting well along in life, and endeavoring to "put his house in order," deeded the school to a self-perpetuating Board of Governors which is now the board of control. His later years were spent building GMA for future service and conferring with thousands of old students he had taught as boys.

Colonel Woodward died "in harness" Sunday, August 27, 1939. No finer moral character ever lived. Patient, kind and inspiring as a teacher; polite, conservative, generous and fair as a man; devoted, loving and firm as a father and husband; he had all of the essential characteristics of true greatness. His habits were exemplary. He will always be remembered, admired, and loved by those who knew him.

"Every great institution is the lengthened shadow of a single man." —EMERSON

REAR ADMIRAL D. C. WOODWARD, U.S.N.R. Ret'd.
Tuskegee, Ala.
President, GMA Governing Board



GEORGIA
MILITARY
ACADEMY

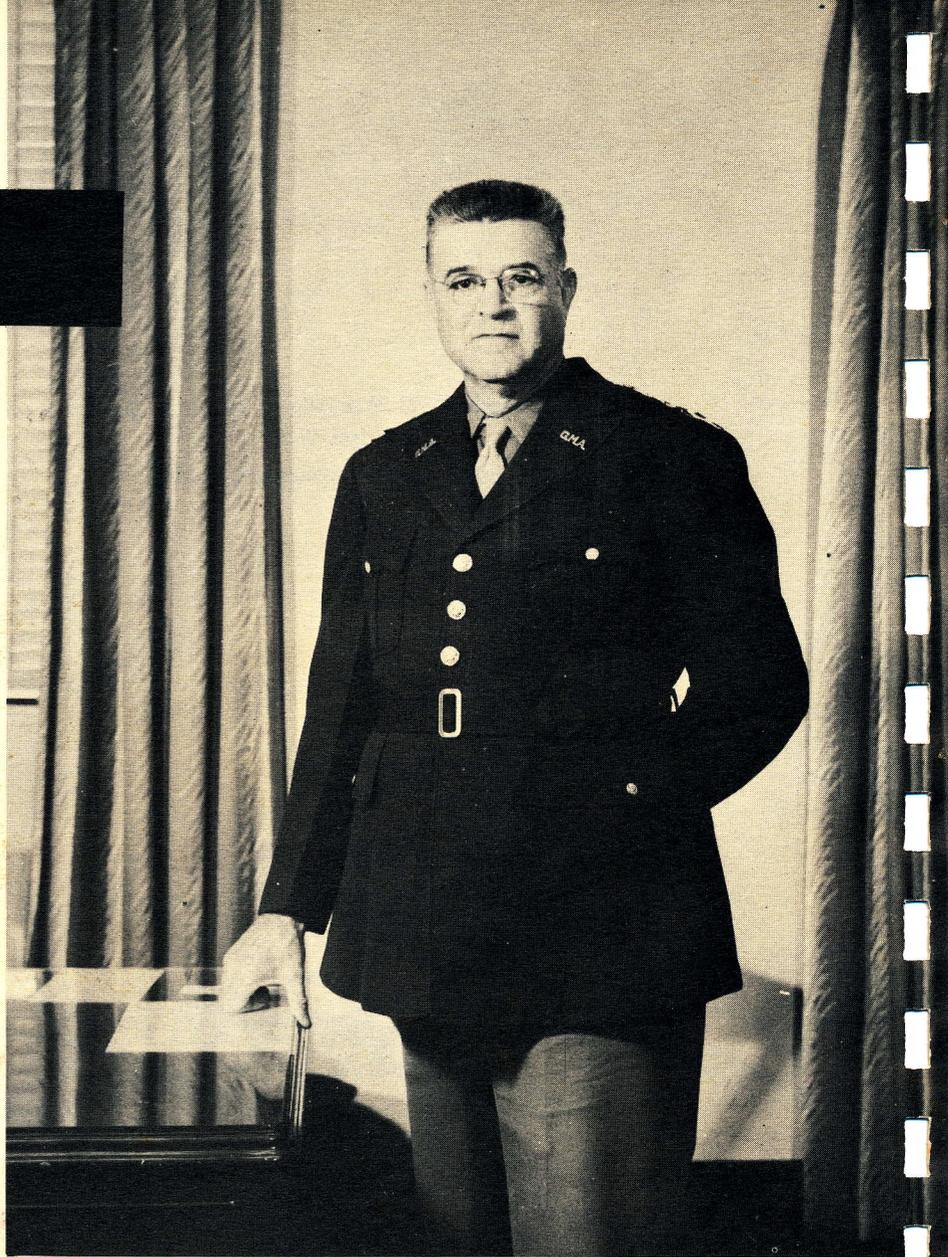
Chartered Under the Laws of Georgia
Is Owned and Operated Not for Profit by
A Self-Perpetuating Board of Governors as follows:

- | | | | |
|---|---------------------------|---|------------------------------|
| R. ADM. D. C. WOODWARD,
U.S.N.R. Ret'd., Pres. | <i>Tuskegee, Ala.</i> | MR. HERBERT F. HALES | <i>Danville, Ill.</i> |
| MR. FRANK A. HOLDEN, Vice Pres. | <i>Atlanta, Ga.</i> | COL. C. T. B. HARRIS | <i>College Park, Ga.</i> |
| COL. WILLIAM R. BREWSTER | <i>College Park, Ga.</i> | MAJ. C. W. HERMAN | <i>College Park, Ga.</i> |
| COMDR. WM. R. BREWSTER, JR. | <i>College Park, Ga.</i> | MR. CLARENCE W. MEADOWS | <i>Charleston, W. Va.</i> |
| MR. EDWIN G. BARHAM | <i>Valdosta, Ga.</i> | MR. W. B. MAKINSON | <i>Kissimmee, Fla.</i> |
| MR. ALFRED BROWN | <i>Concord, N. C.</i> | BRIG. GEN. C. M. MCQUARRIE,
U. S. Army | <i>College Park, Ga.</i> |
| MR. JAMES A. COLQUITT | <i>Marietta, Ga.</i> | MR. WILLIAM C. PALMOUR | <i>College Park, Ga.</i> |
| DR. F. W. COOPER | <i>Atlanta, Ga.</i> | MR. RICHARD H. SIMPSON | <i>Monticello, Fla.</i> |
| JUDGE GLEN DICKERSON | <i>Valdosta, Ga.</i> | LT. COL. R. S. ROSSER | <i>College Park, Ga.</i> |
| MR. FRANK EVANS | <i>Milledgeville, Ga.</i> | MR. T. LINWOOD SMITH | <i>High Point, N. C.</i> |
| CONG. J. J. FLYNT | <i>Griffin, Ga.</i> | MR. RANDOLPH THROWER | <i>Atlanta, Ga.</i> |
| REV. R. C. GRESHAM | <i>Mt. Berry, Ga.</i> | DEAN WILLIAM TATE | <i>Athens, Ga.</i> |
| | | MR. C. D. WOODWARD | <i>Crystal Springs, Fla.</i> |

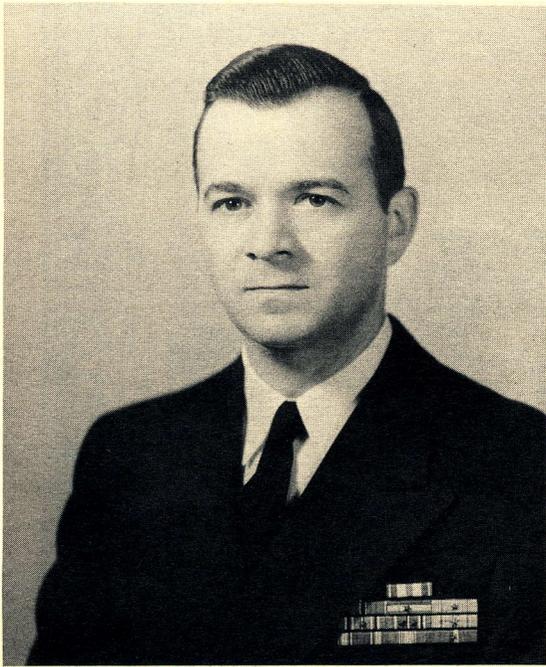
President: R. ADM. D. C. WOODWARD, U.S.N.R., Ret'd.
Vice-President and Chairman of Executive Committee:
FRANK A. HOLDEN
Secretary-Treasurer: LT. COL. R. S. ROSSER

A ADMINISTRATIVE

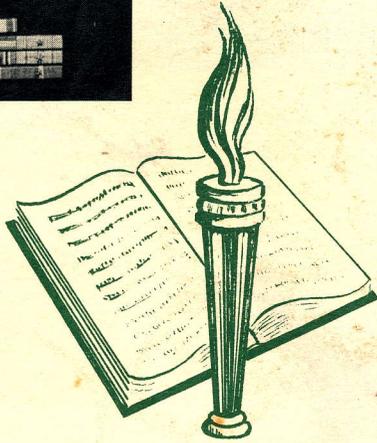
COL. W. R. BREWSTER
President



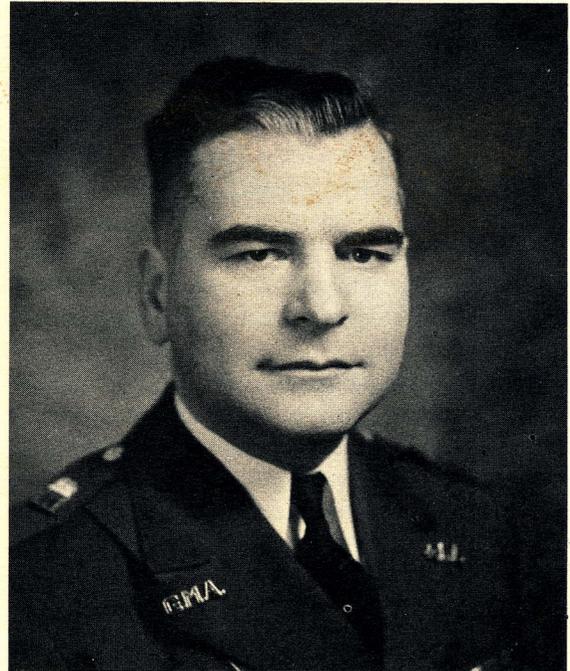
LT. COL. R. S. ROSSER
Vice-President and Secretary-Treasurer

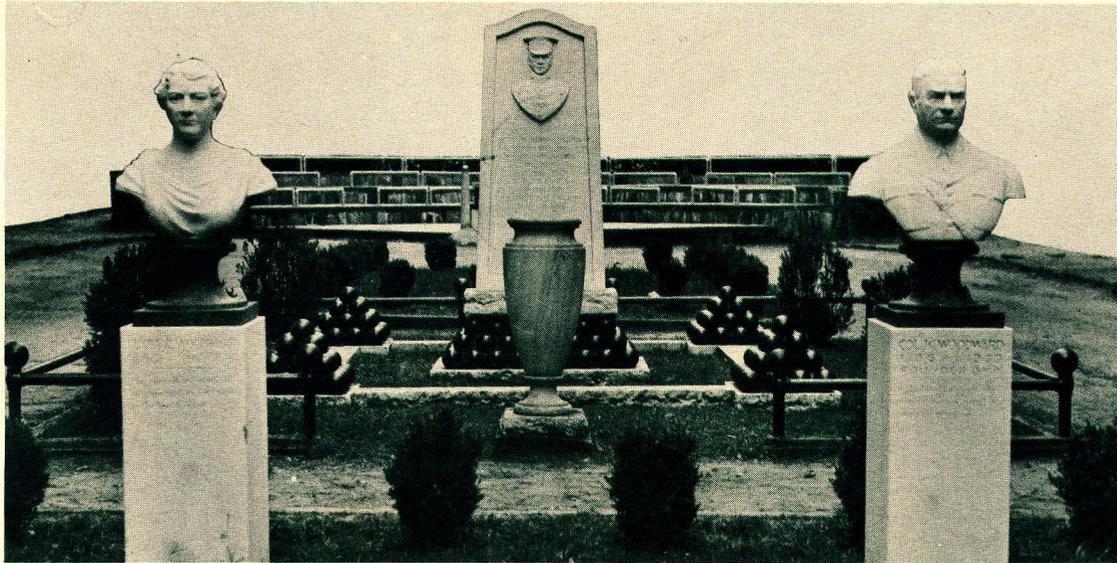


COMDR. W. R. BREWSTER, JR.
U. S. N. R.
Superintendent



MAJ. C. W. HERMAN
Bookkeeper and Accountant





HISTORIELLE

In 1900 the progressive citizens of College Park induced the founder, Colonel J. C. Woodward, to organize the Georgia Military Academy. Founder's Hall, the present academic building, was the only building on the campus at that time; and Colonel Woodward, with his devoted wife, started the academy, hoping some day to have as many as a hundred boys, but setting as a first year objective an enrollment of thirty cadets.

There was a growing demand for a wisely planned school of the military type to be located near Atlanta in which parents might place their sons during the plastic period of youth and feel sure of the right environment and satisfactory training. The fine traditions of the Old South, warm in its hospitality, and the achieving spirit of the New South gathered somehow about the great and growing city of Atlanta as the heart, the educational, industrial, and historic center of the mighty Southland and suggested that here such a training school should be planted.

The ground which was offered to the founder for the location of the school was particularly attractive for a school campus because it was level and therefore could be easily beautified and adapted to play and drill activities and because it was covered with beautiful shade trees. It was also attractive because of the historical setting. Through it ran one of the lines of the Confederate Fortifications built for the defense of Atlanta during the Civil War. It was this line that was broken by Sherman when he captured Atlanta on his march to the sea. There is still preserved on the campus a part of the Confederate trenches, a silent witness of the war storm which swept over our land during the sixties. The United Daughters of the Confederacy have placed a stone marker on the campus to commemorate the events that took place during the war.

Believing that Character, Health, and Knowledge are the pillars of success, the founder began the building of what has come to be a great school with these three ideals in view. Character, he reasoned, can best

be developed in the boy by close contact with the right kind of teachers and coaches, and by establishing a program of work to keep the boy active. To bring about this contact the school has been built upon the home rather than the barracks plan, a small group of boys living in home type buildings with their teacher where, day and night, there would be the warmth, help, and encouragement of able educators, ready and willing to guide the boy. The program of work requires that all cadets participate in play activities and drill, thereby insuring the development of strong bodies. Knowledge can best be acquired where the environment is conducive to study and where the classes are of such size that the teacher can give individual instruction when necessary. The ideas of the founder about education have been accepted by the public. The school has grown from thirty boys to approximately 850 cadets representing two-thirds of the states and several foreign countries. From year to year, enlargements in buildings have been made; and at present the plant is up-to-date and modern in every detail.

In 1914 the President of Georgia Military Academy, feeling that coordination and cooperation among the essentially military preparatory schools were necessary, if they were to serve their country best, called a meeting in Washington of the heads of all such schools. Out of this meeting grew the Association of Military Colleges and Schools, and Colonel Woodward was elected its first president. A bronze plaque has been presented to GMA as an expression of appreciation for the serv-

ice its president performed in organizing this association which has played such an important part in the development of the Junior R. O. T. C. and in the raising of the standards of its members. In 1916 Colonel Woodward, acting as a representative of the association, enlisted the services of Congressman Kahn of California, Senator McKellar of Tennessee, and General Leonard H. Wood of the U. S. Army, and succeeded in inducing Congress to include the Junior Military Schools in the National Defense Act of 1916, which provided that the graduates of these schools who completed the full four years of military training as prescribed be granted reserve commissions in the U. S. Army. Thus you see that the history of Georgia Military Academy is interwoven with that of the Association of Military Schools.

During the fifty-six years of GMA's history the Cadet Corps has made four trips to the national capital. It has marched in the inaugural parade of three presidents: Theodore Roosevelt, Taft, and Wilson. In 1928 it went to Washington as an escort to Governor Hardman of Georgia, to attend the unveiling of the monument of Alexander H. Stephens in the Hall of Statues of the Capitol. During the same year the President of Cuba sent a battleship to take the GMA band and football and basketball teams from Tampa to Cuba, where these organizations were to perform.

During World War I, it is estimated, approximately six hundred GMA men enlisted for overseas service. Practically all were made officers; some were commis-



sioned as high as majors. Thirteen of the group lost their lives during the war. A memorial monument has been erected to their honor on the campus.

During World War II, it is estimated that over 1,500 alumni have served in the armed forces of their country. Over fifty percent have served as commissioned officers. Among the commissioned officers serving in the Army are two Brig. Generals, ten Colonels, twelve Lt. Cols. and thirty Majors. Among the commissioned officers serving in the Navy are one Captain, two Commanders, and five Lt. Comdrs. Ninety alumni are known to have made the supreme sacrifice.

GMA graduates have achieved distinction in business, professional and political life for more than fifty-five years. They have responded to their training and answered their country's call in time of need, in peace and in war.

In 1932, at the close of his thirty-second year as founder and owner of GMA, Colonel Woodward dedicated the institution to a self-perpetuating Board of Governors, under whose control the school is now operating without private gain, and its earnings and endowment are used solely for maintenance, expansion, and scholarships.



On August 27, 1939, the founder of GMA passed on to his reward. He went out as he wanted to go—suddenly and busy to the end. School authorities have designated the Friday before graduation as Founder's



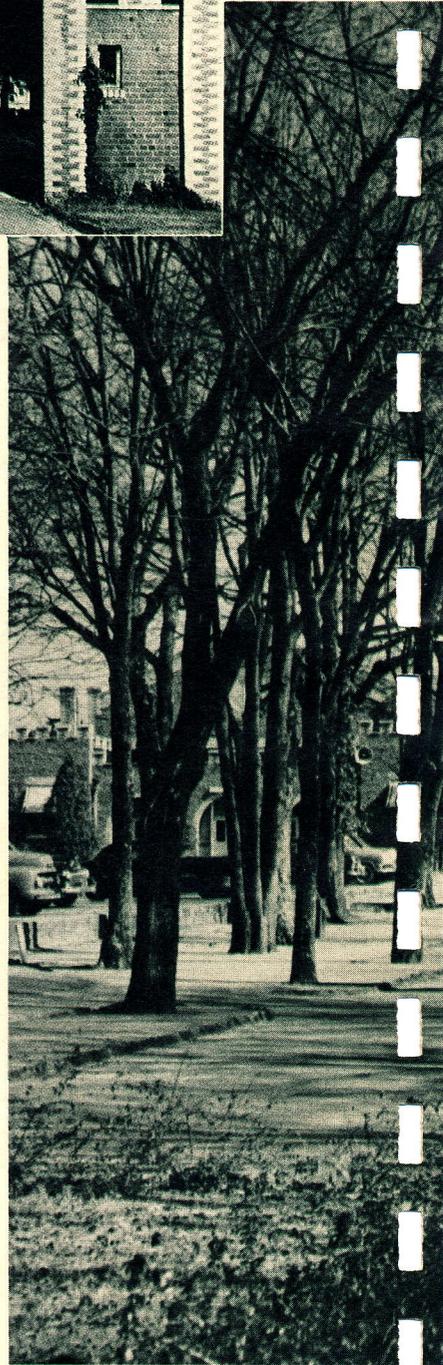
Day. At that time each year a memorial service is held at the school in order that the GMA Corps of Cadets will always be informed of the character and work of this great teacher, who has written his name indelibly in the hearts and minds of thousands of boys who have come under his influence.

During the fall of 1939, Col. W. R. Brewster, son-in-law of the founder, was elected by the Board of Governors to be the second president of the school. During his administration the school has grown from one of 400 cadets to one of 850. Since 1940 more than a million dollars has been spent on new buildings and improvements. The Junior School building was completed in September, 1948. We have now on our campus two separate and distinct schools—a grammar school and a college preparatory school.



A Twilight Campus Scene



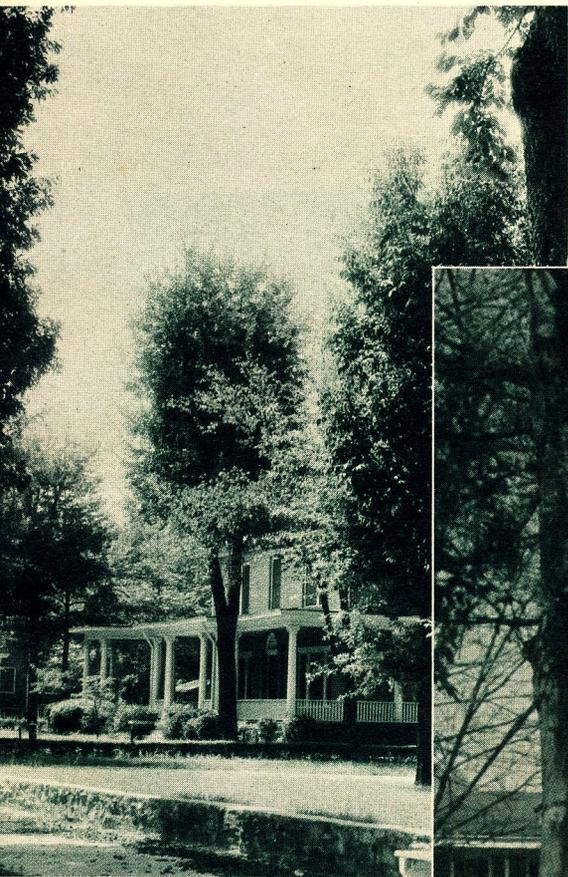


Home of the President





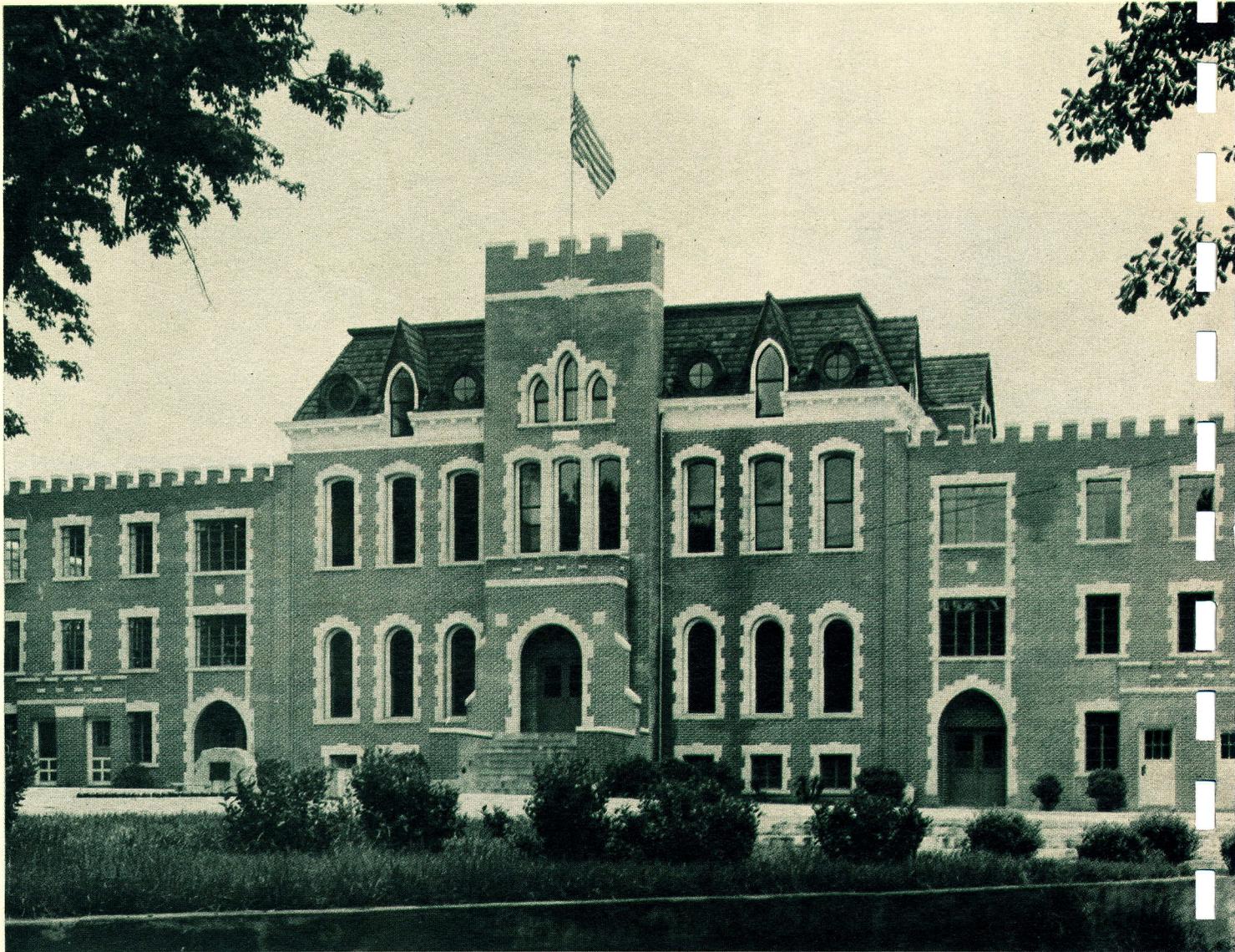
Entrance to Campus



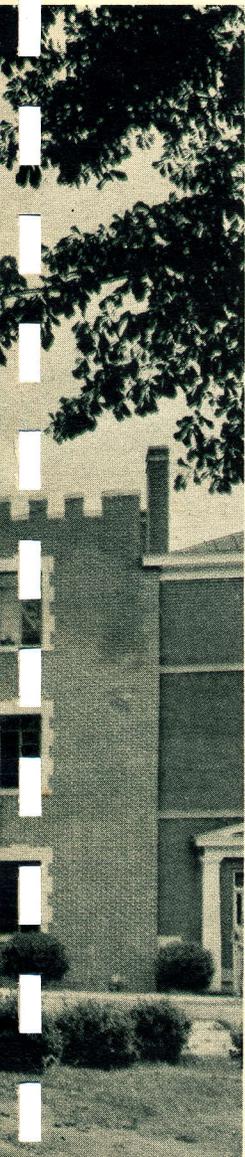
Woodward Hall — Home of the Eighth Grade



Rugby Hall — Contains Dormitory Rooms and Office of the Commandant



Founders Hall — Contains Library and Classrooms of the Secondary School

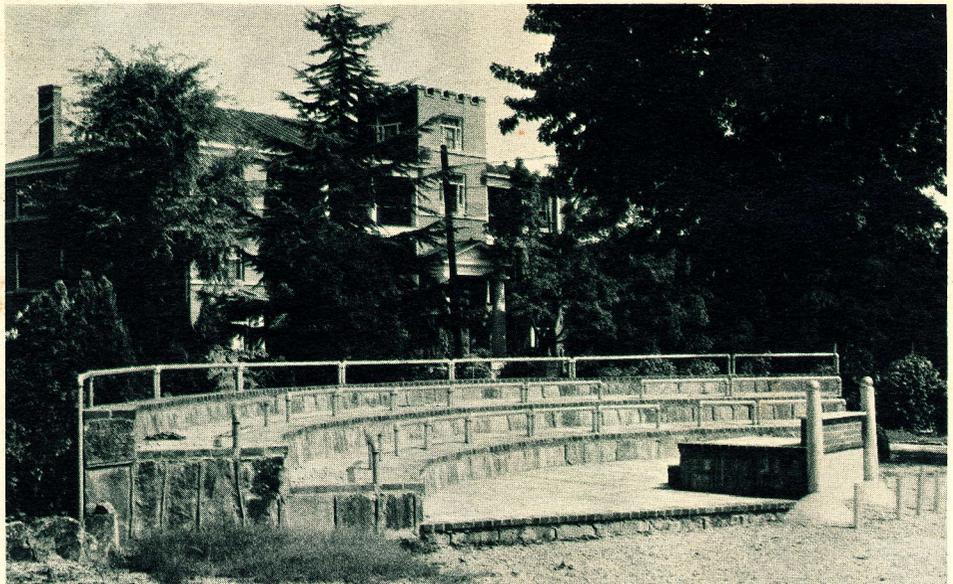


Memorial Hall — Contains Dormitory Rooms and Mess Hall





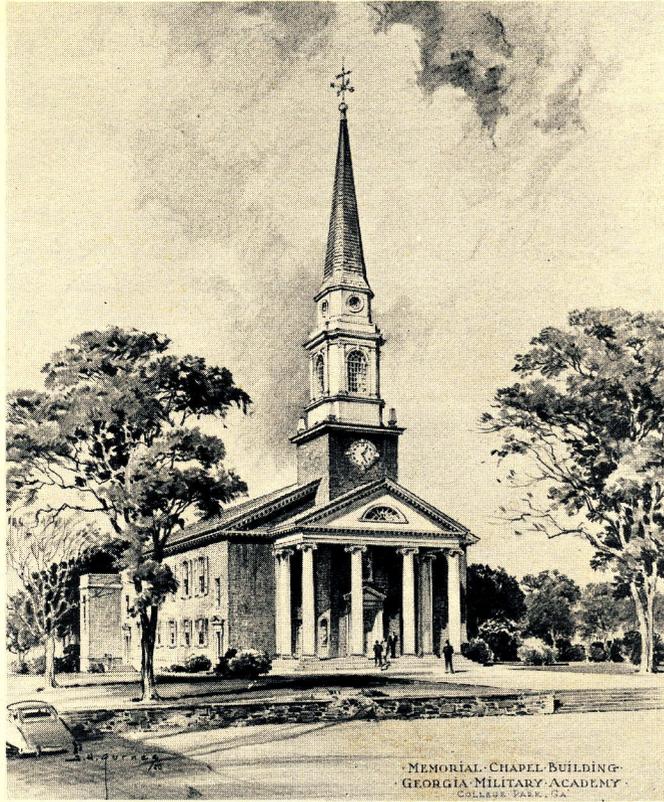
*Old Gym — Contains Dormitory Rooms,
Armory and Military Storerooms*



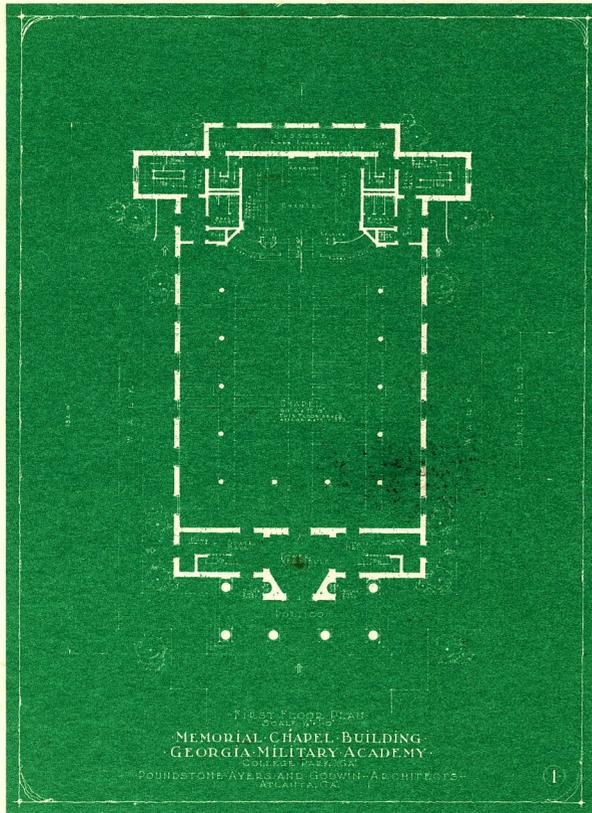
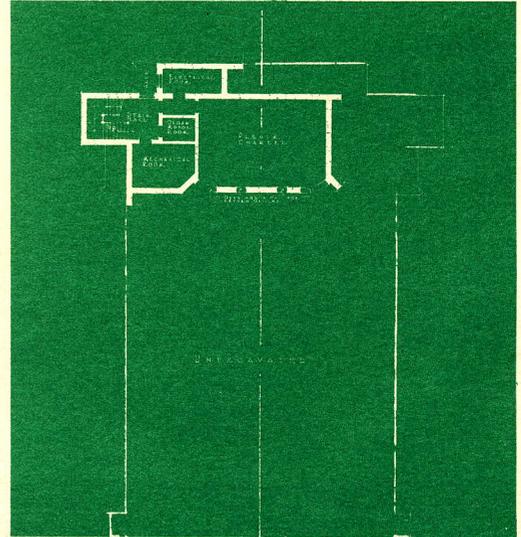
Band Concerts Are Given Here



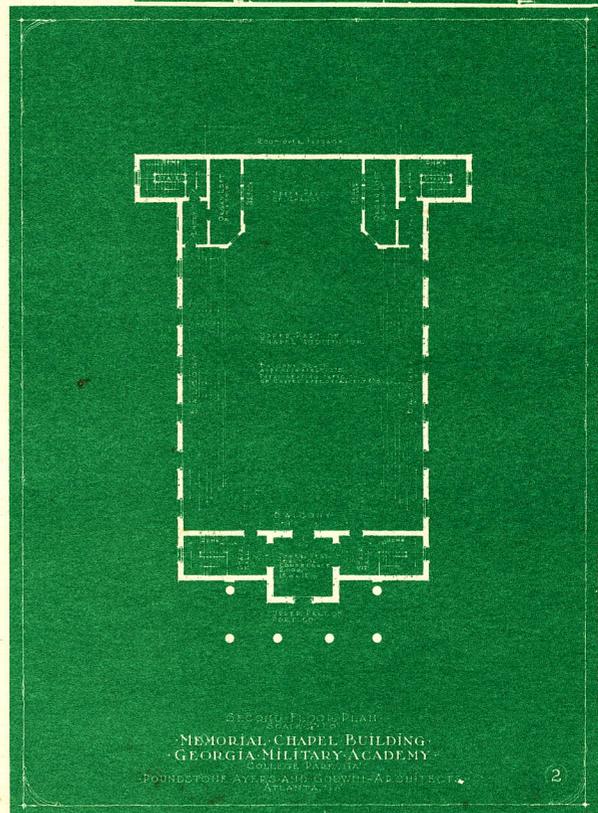
Junior School



The
PROPOSED
**WOODWARD
CHAPEL**



First Floor



Second Floor

ATHLETIC ACTIVITIES



SPORTS . . . at GMA are divided in two groups, major and minor. Several teams are developed in most of these sports for boys of different ages and sizes. Games are arranged with schools belonging to the Mid-South Association of Independent Schools and with high schools located near Atlanta.

The sports are grouped as follows:

MAJOR

FOOTBALL

BASKETBALL
SWIMMING

BASEBALL
TRACK

MINOR

CROSS COUNTRY

WRESTLING
SOCCER

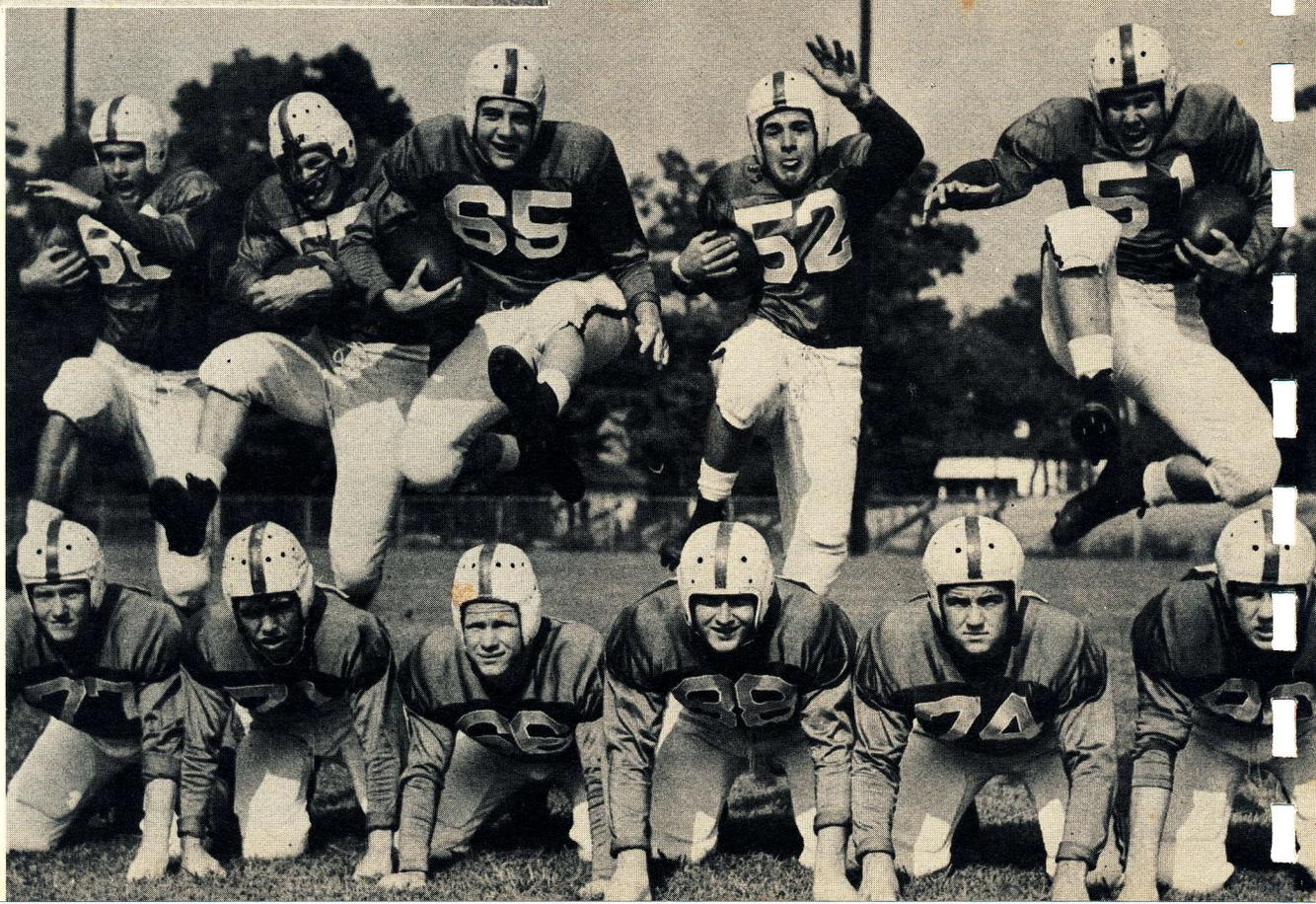
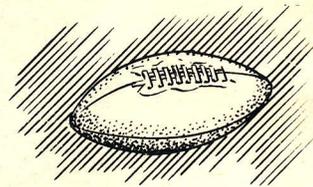
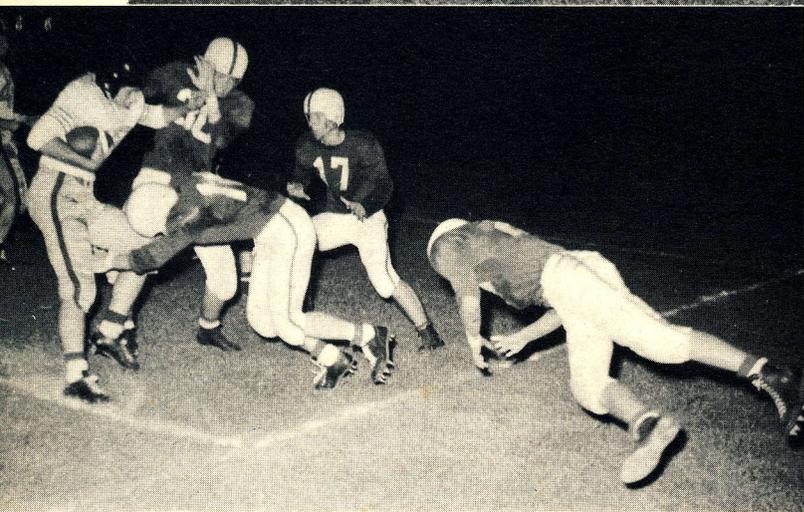
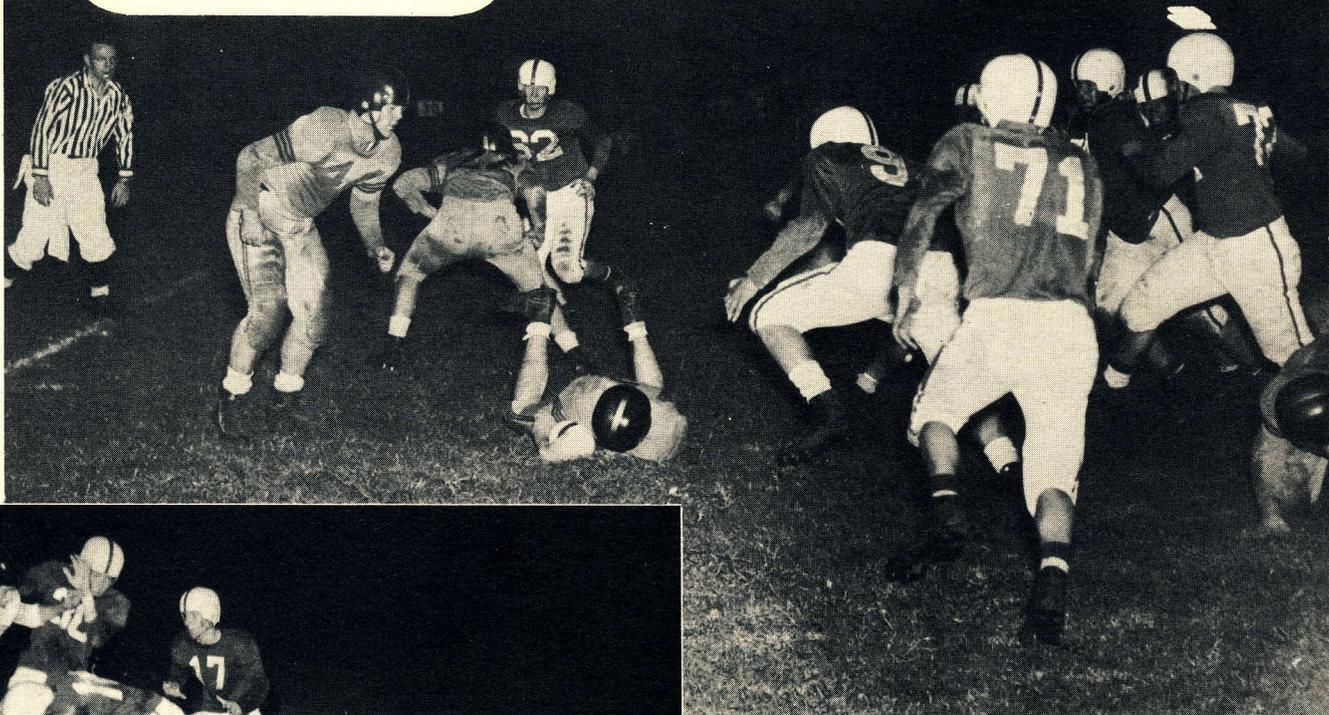
TENNIS
GOLF

GYMNASTICS

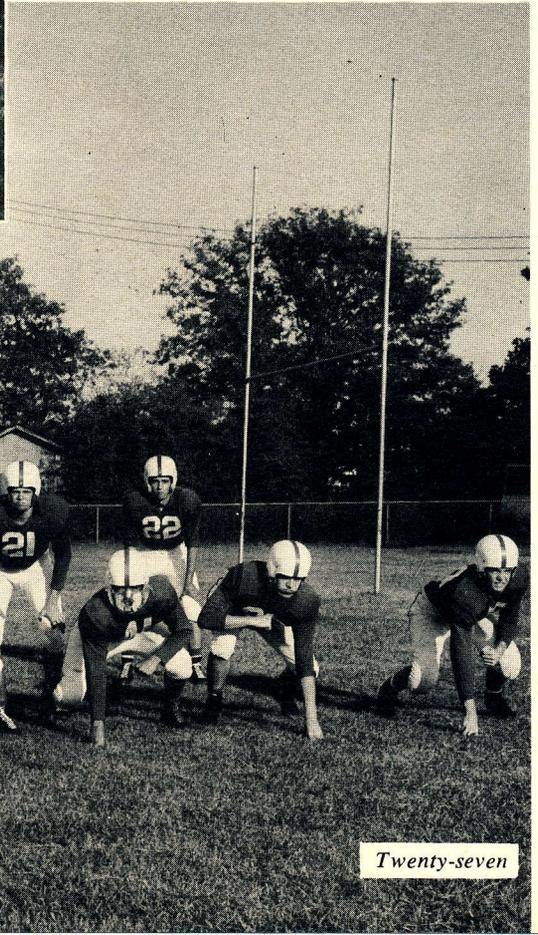
RIFLE MARKSMANSHIP

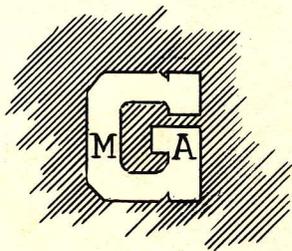
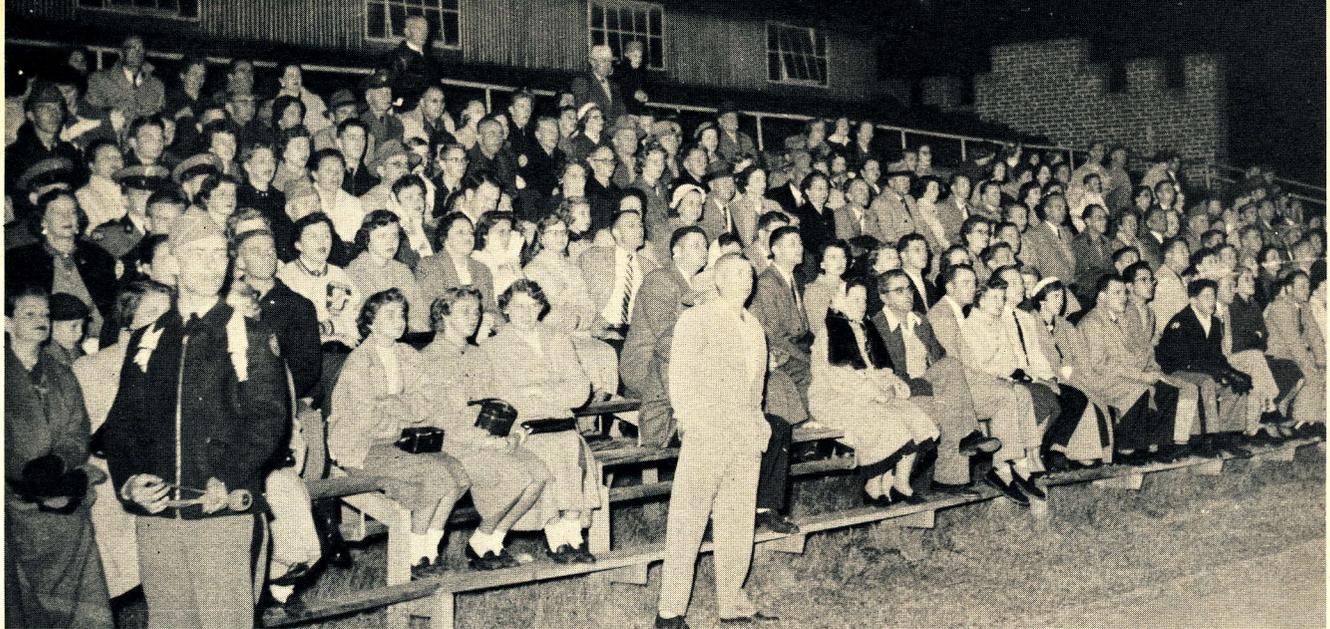


FOOTBALL

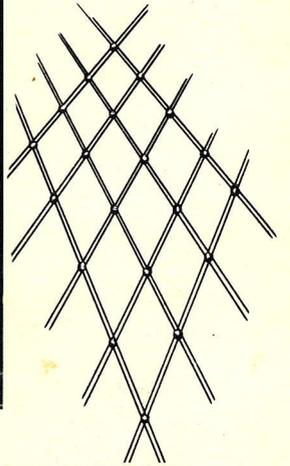
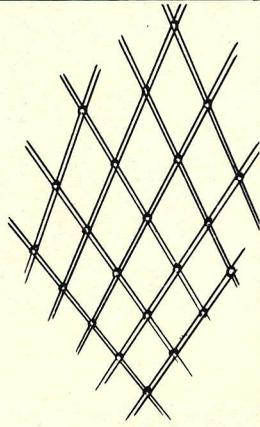
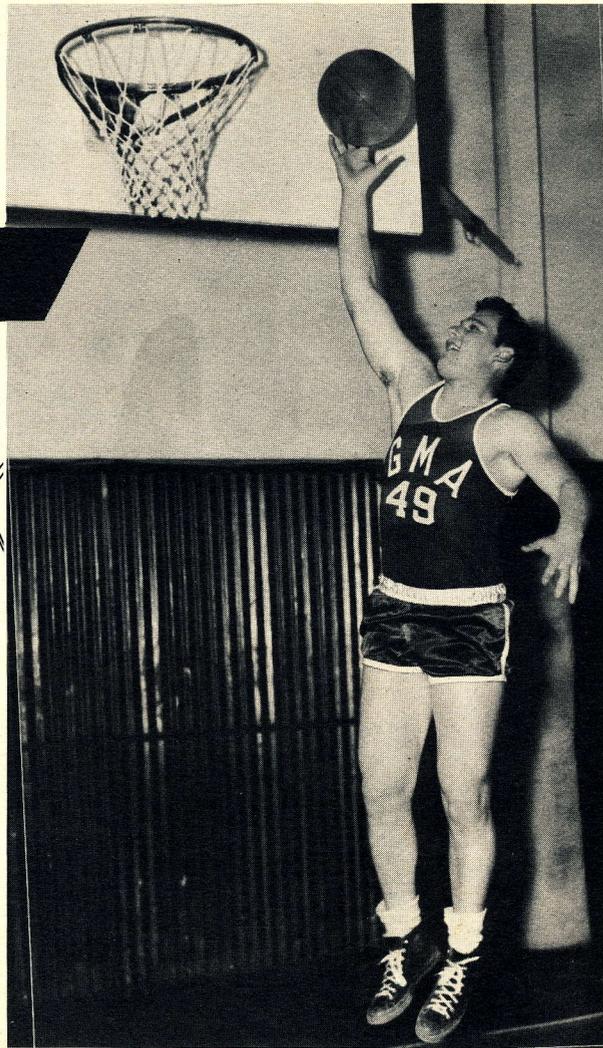


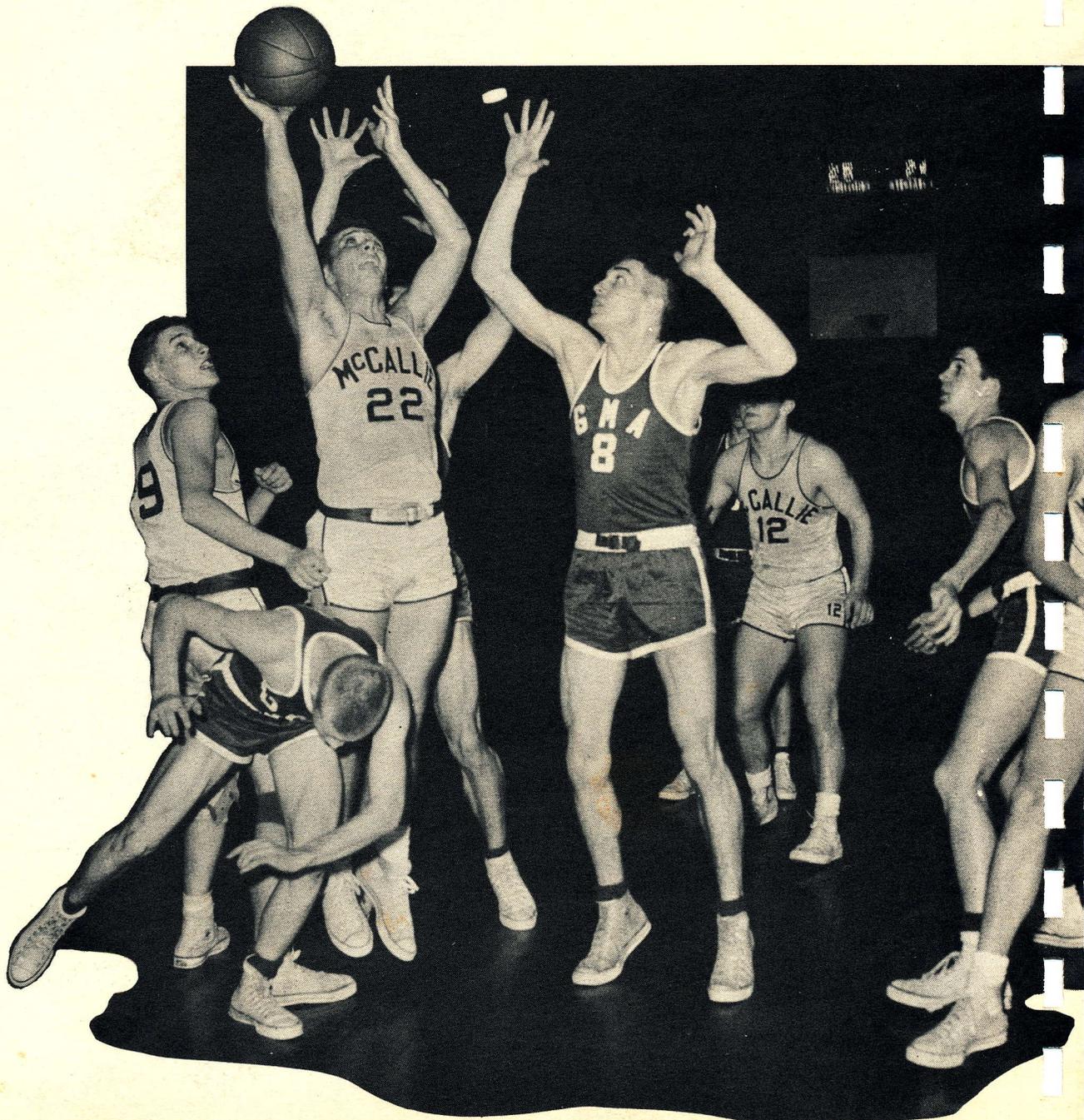
GMA

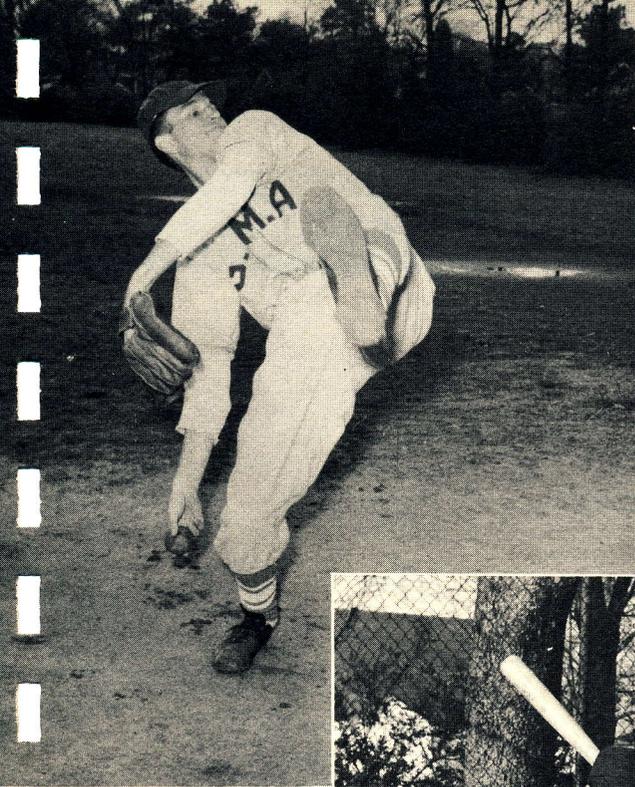




BASKETBALL







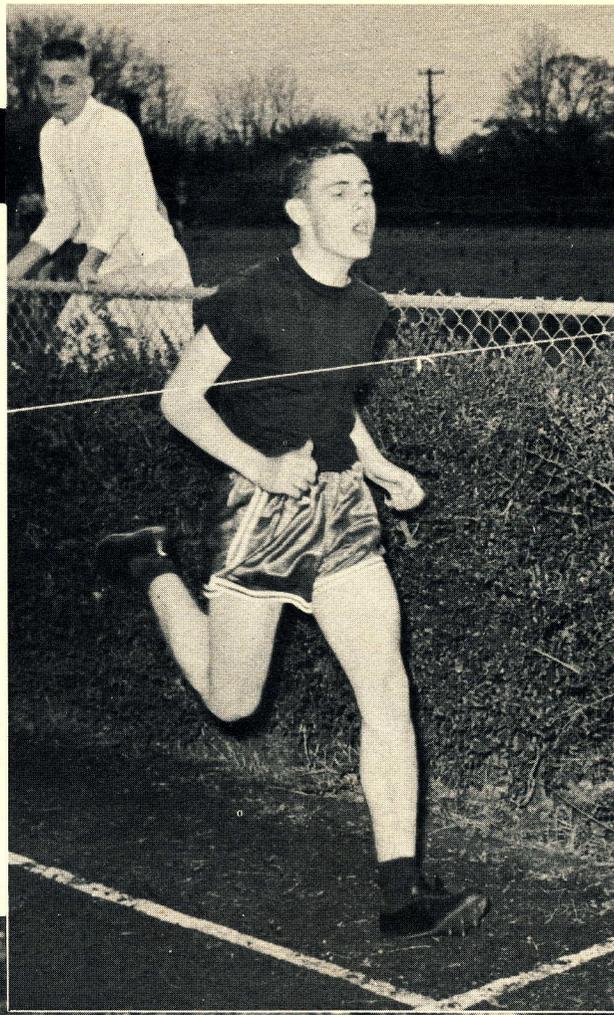
BASEBALL

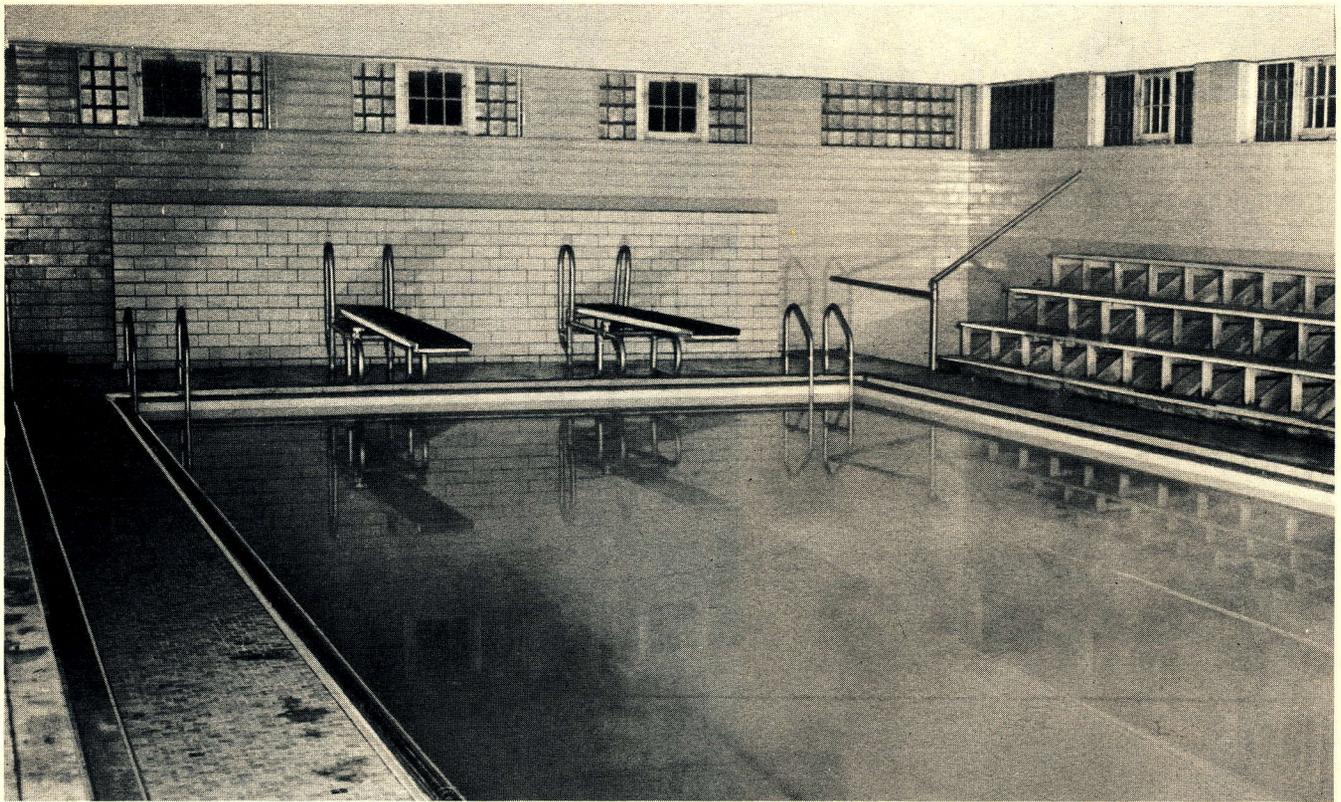


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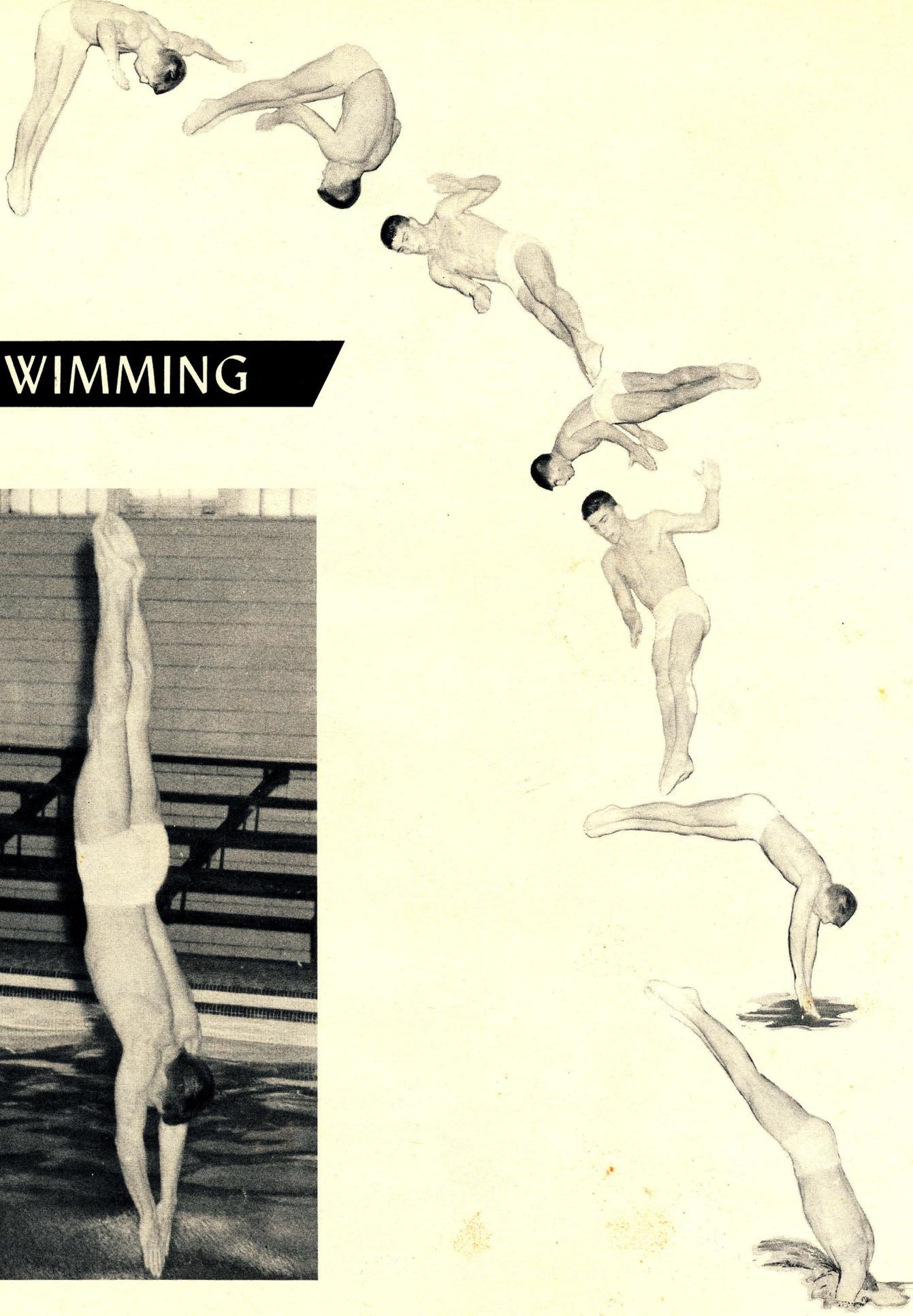
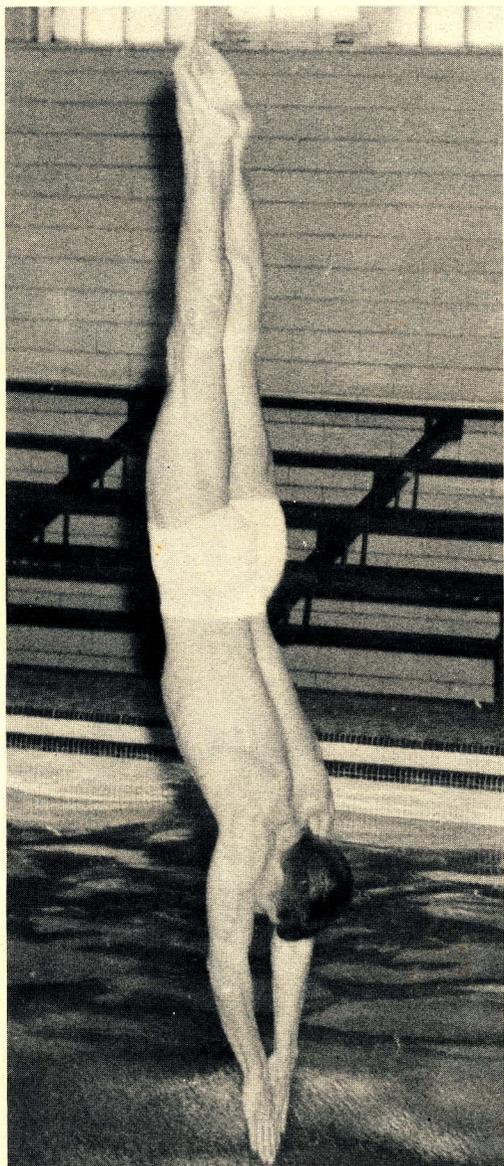
CROSS COUNTRY





The Swimming Pool is Heated for Use During Cold Weather

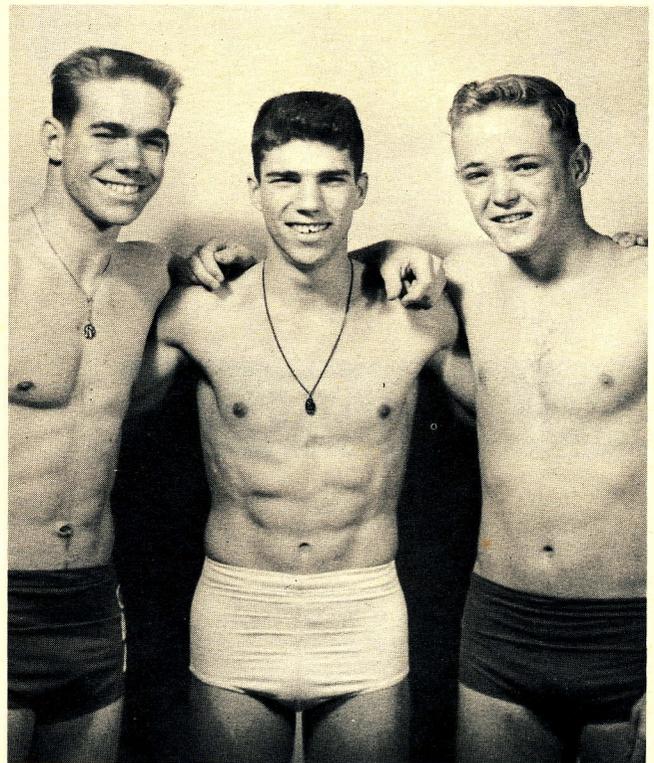
SWIMMING



LEFT TO RIGHT:

1. Roeff Pinkerton—one of the fastest sprinters among secondary schools in the United States. Holds Mid-South record in 50-100 freestyle.
2. James V. Lopez—Eastern Private School diving champion.
3. Owen Gonzel—holds Mid-South record in 150 individual medley.

All three are members of the All-American Prep Swimming Team.



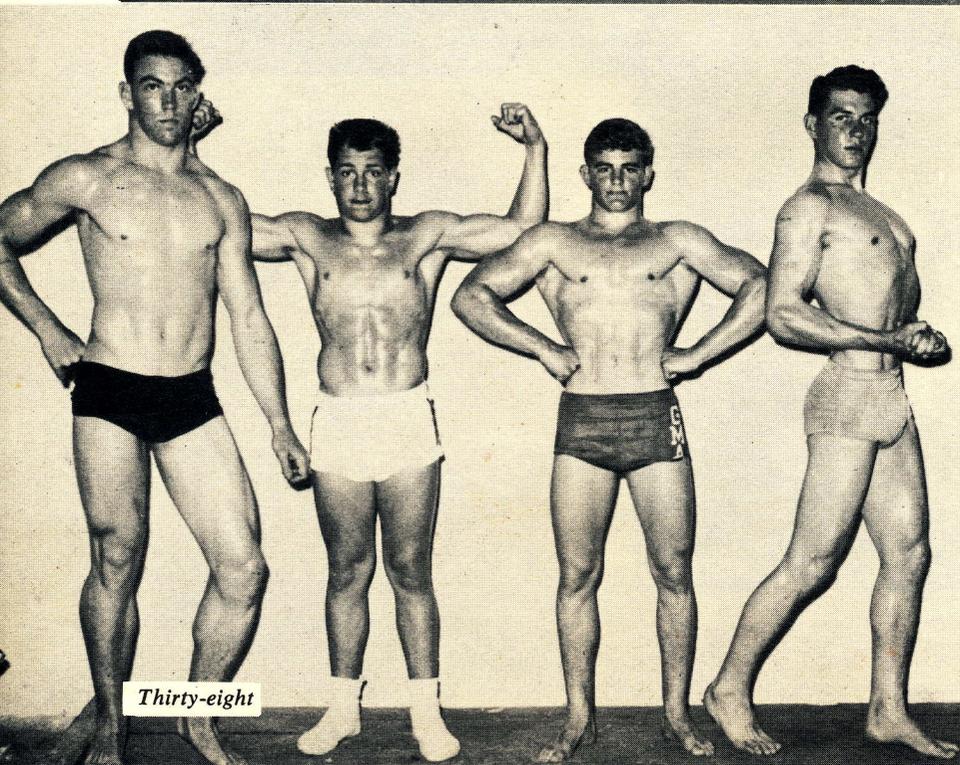
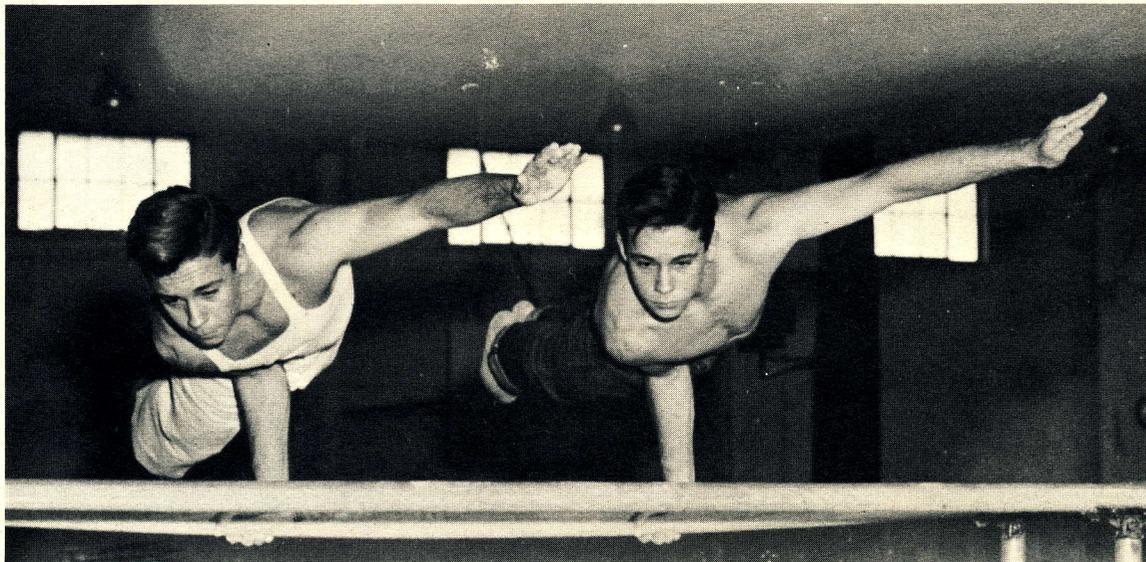
*Champions . . . Midsouth Association
of Independent Schools*



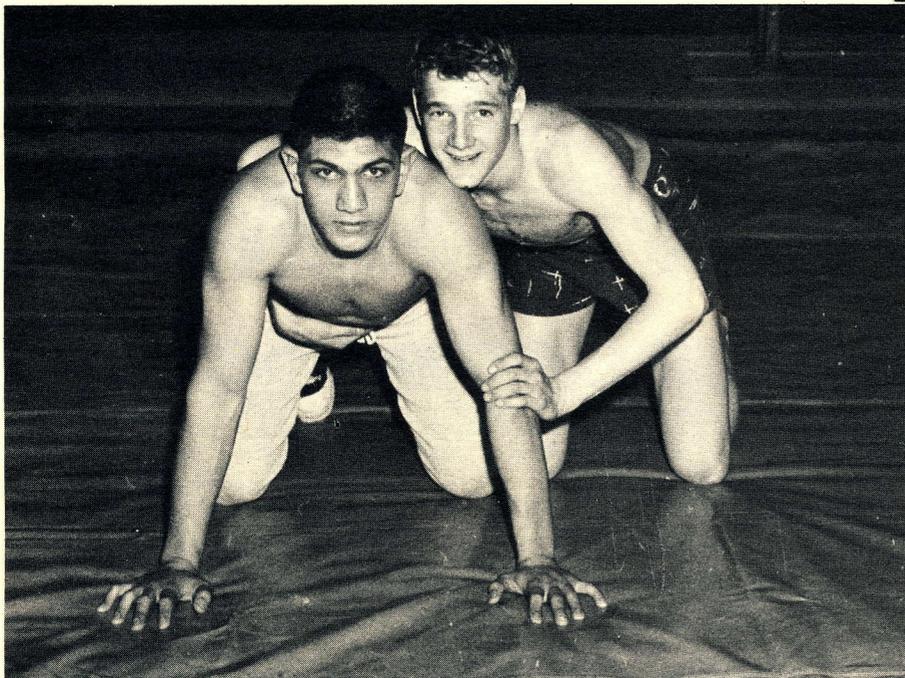
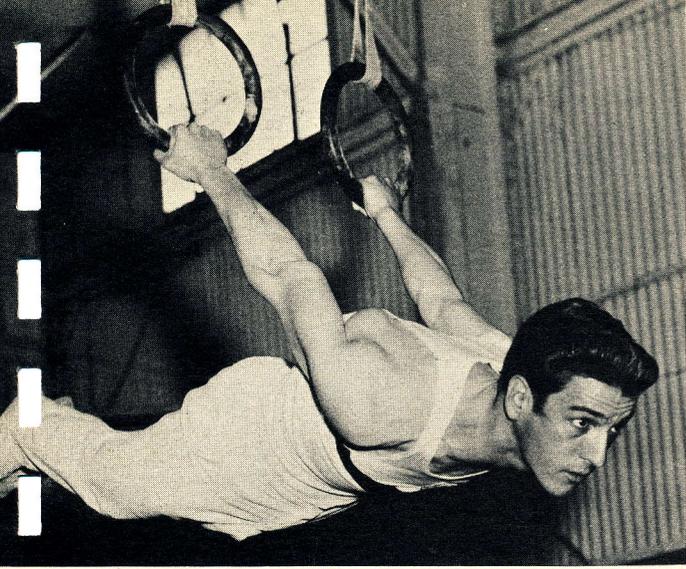
SOCCER



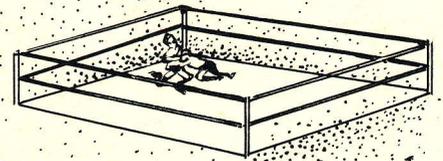
GYMNASTICS



Thirty-eight



WRESTLING

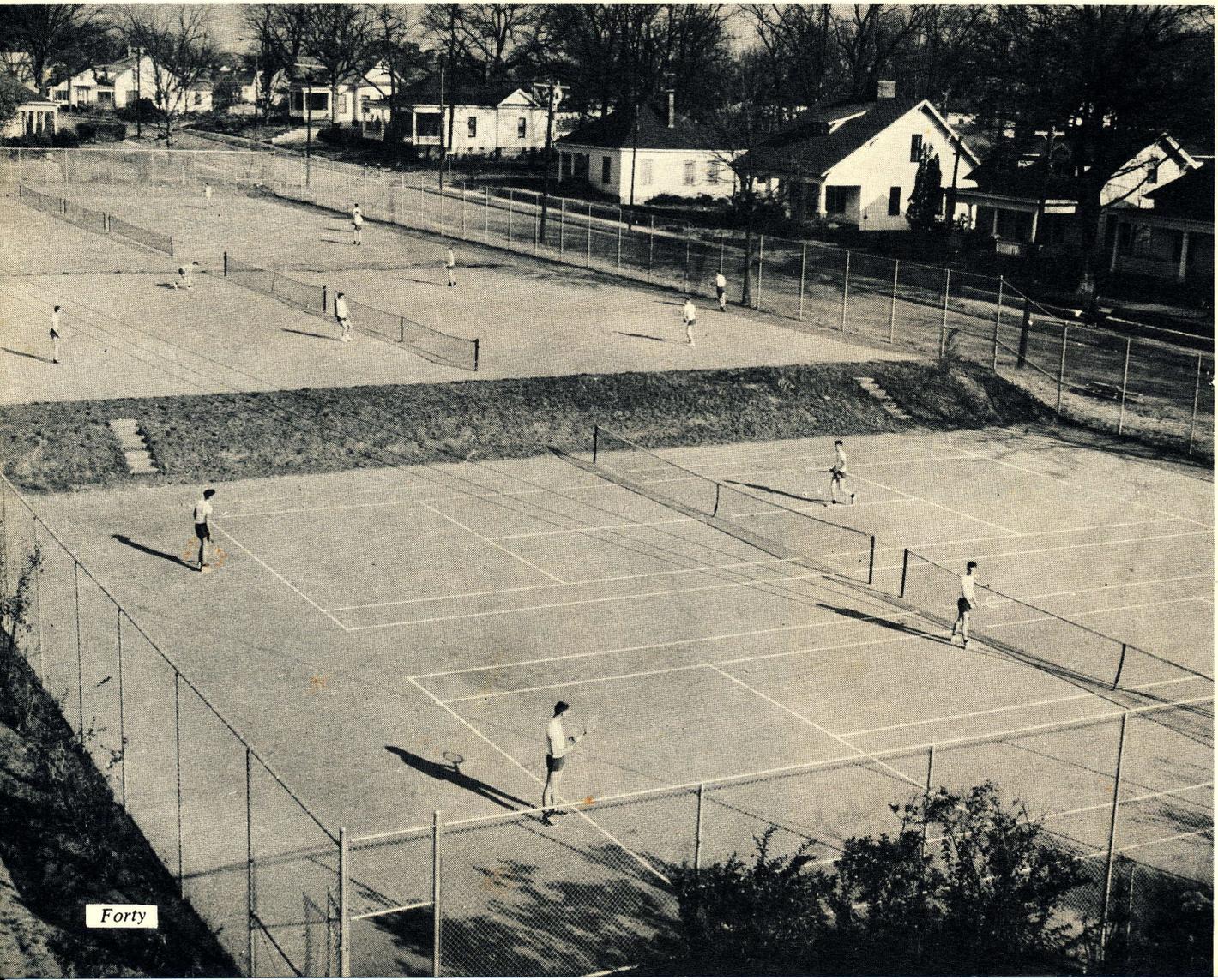
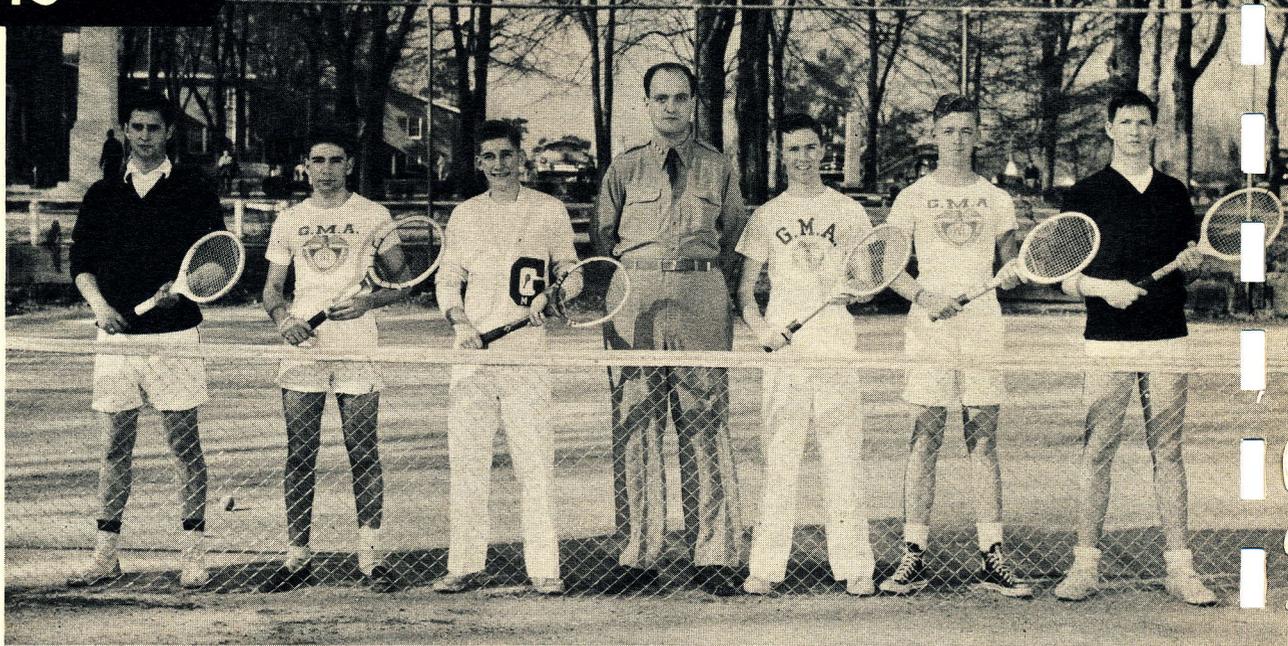


GOLF

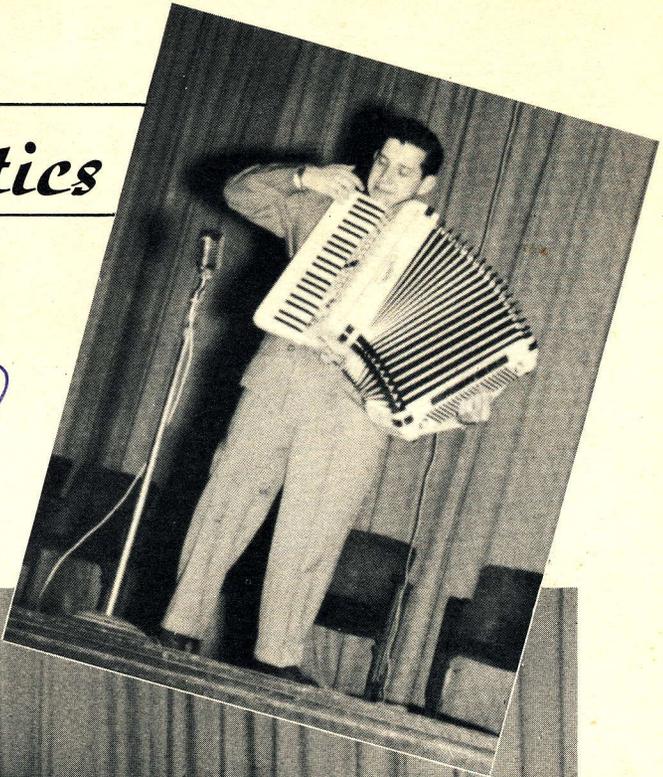
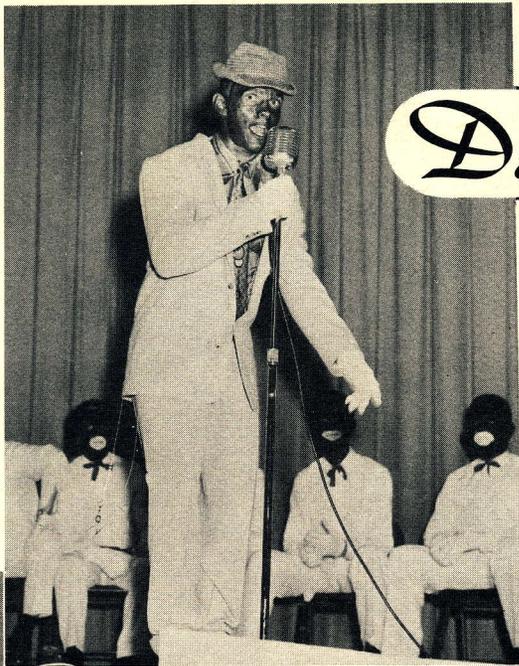


Thirty-nine

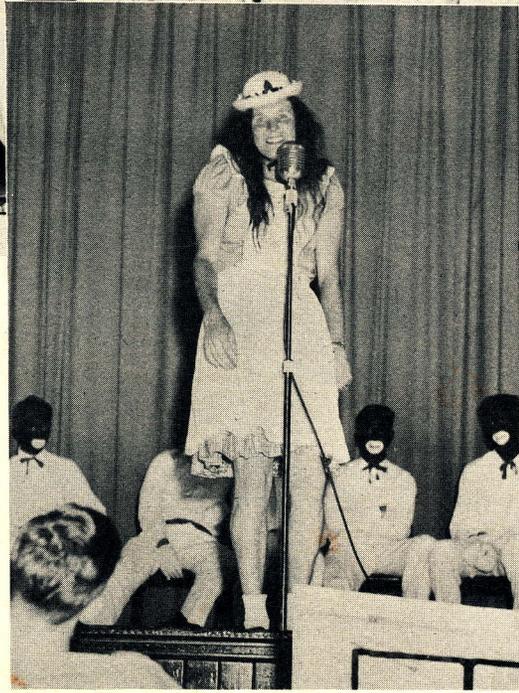
TENNIS



Dramatics

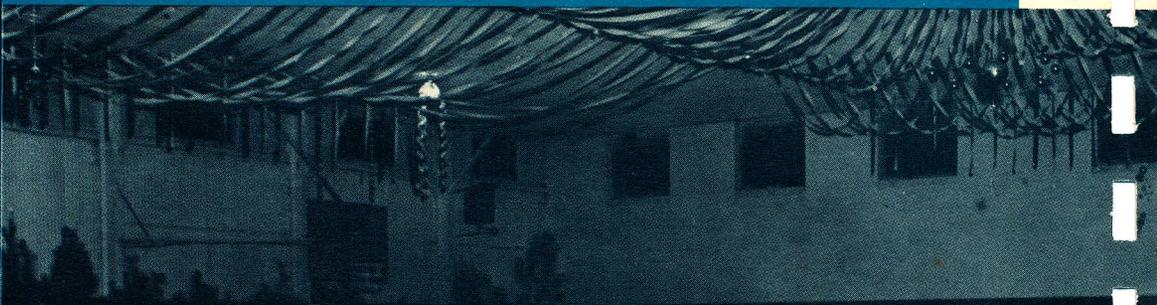


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Cadet Hops are Scheduled Monthly





Cadet Officers and Sponsors at the Graduation Parade

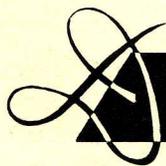




... and so reading these Letters
... That
... described in
... Georgia Military Academy and
Diploma
... good character and scholarship with all the
... the President, Principal, Com
... Chairman Board of Directors
... caused the seal of the Institution to be
... Georgia this

"Character is the result of two things . . . mental attitude and the way we spend our time"

HUBBARD



DAILY ROUTINE

SCHOOL DAYS

Eastern time

7:00 a. m. Reveille Assembly
 7:05 Sick Call
 7:30 Breakfast
 8:00 Call to Quarters
 8:15 a. m. to 2:55 p. m. Classes
 11:30 a. m.-12:20 p. m. First Dinner
 12:20 p. m.-1:10 p. m. Second Dinner

3:00 p. m.-4:00 p. m. (Mon. and Thur.) . . . Assembly
 3:10 p. m.-4:00 p. m. (Tues., Wed. and Fri.) . . . Drill
 4:05 p. m. Mail Call
 4:10 p. m.-6:00 p. m. Play and Recreation
 6:10 p. m. Retreat followed by supper
 7:30 p. m. to 9:30 p. m. Study Period
 9:30 p. m. Tattoo (Prepare for bed)
 10:00 p. m. Taps (Lights out)

SATURDAY

All calls before 8:00 a. m. same as week days.
 8:30-10 a.m. Remedial Classes and Literary Societies
 11:00-11:30 a. m. Room Inspection
 12:00 m. Dinner
 1:00-6:00 p. m. Town leave
 6:10 p. m. Retreat followed by supper
 6:10-8:55 p. m. Radios and visiting in dormitories permitted
 8:55 p. m. Call to Quarters
 9:30 p. m. Tattoo
 10:00 p. m. Taps

SUNDAY

8:30 a. m. Reveille Formation
 9:00 a. m. Breakfast
 10:00 a. m. Room Inspection
 10:30 a. m. Assembly for Church
 2:00 p. m. Dinner
 2:20 p. m. Mail Call
 5:00 p. m. Assembly for Parade
 6:00 p. m. Supper
 7:00-8:00 p. m. Vesper Service

All other calls same as week days.

CALENDAR 1956 THROUGH 1961

		1956-'57	1957-'58	1958-'59	1959-'60	1960-'61
New Day Students Register	September	10	9	8	14	12
Old Cadets Register	September	11	10	9	15	13
New Cadets Register	September	12	11	10	16	14
First Roll Call	September	13	12	11	17	15
Christmas Holidays Begin at 12 Noon	December	19	18	17	16	16
School Reopens—Roll Call 9 A. M.	January	2	6	5	4	3
Spring Holidays—To be announced						
Commencement Concluded 5 P. M.	May	26	June 1	May 31	May 29	May 28
Summer School Begins 9 A. M.	June	17	16	22	20	19
Summer School Ends	August	9	8	15	12	11

The 1956 summer school begins June 18 and is over August 10.

We do not have holidays at Thanksgiving because so many cadets live too far from school to go home. They prefer to go to school that day and have more time at home during the Christmas Season. We complete our work at 12:30 P. M.

Thanksgiving day and permit cadets to leave the campus to have the noon meal at home or with friends. We have Thanksgiving dinner in the school mess hall at 1 P. M.

These dates are subject to change due to unforeseen circumstances.



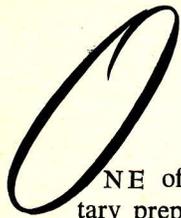
ABOUT GEORGIA MILITARY ACADEMY

COLLEGE PARK, GEORGIA

Established in 1900

Seven miles from Atlanta

1150 feet above sea level



ONE of America's most highly rated essentially military preparatory schools and junior schools dedicated by its founder, to a self-perpetuating Board of Governors to be administered in the Cause of Education, without private gain.

A fully accredited member of the Southern Association of Colleges and Secondary Schools, of the Association of Military Colleges and Schools of the United States, of the Southern Association of Independent Schools, of the Mid-South Association of Independent Schools, and of the American Association of Independent Schools.

Designated by the United States Department of Army as an "Honor School" every year except one since 1926.

A Junior Reserve Officers Training Corps Unit of the U. S. Army where the military training is under the supervision of officers of the regular army who together with non-commissioned officers are stationed at the school by the Department of Army for training cadets.

A college preparatory school composed of approximately 450 cadets, and 32 teachers, who live in the homes with the cadets, thus adding homelike atmosphere, personal guidance, refinement, and assistance to cadet life. The home plan and small classes, averaging from 15 to 20 in number, make it possible for the teachers to give extra instruction to cadets who need it.

A separate Junior School composed of boys from the first through the eighth grade. This department has about 350 cadets and 22 teachers. Their classrooms are in the same building in which they live. They have a separate gymnasium and playground.

Five distinct courses are offered: A Classical Course to prepare for a liberal arts college; an Engineering

Course to prepare for a technical college; an English Commercial Course to prepare for business; a Post Graduate Course for the high school graduate who needs to strengthen his foundation for college; and a special preparatory course to prepare candidates for West Point, Annapolis, and the Coast Guard Academies, and for College Board Exams.

A school of strict discipline which is entrusted to graduates of military colleges such as West Point, Annapolis, V. M. I. Not a hard grinding machine, but a school where boys are led, not driven.

A school where every boy is an individual problem. Sympathetic teachers with long years of experience who are capable of giving inspiration as well as teaching, direct the cadets at home, at school, and at play.

An effort is made to teach all cadets How to Study, Etiquette, Spelling, and Vocational Guidance. A definite effort is made to help boys set an objective for which they are fitted and to prepare for that objective.

A program of work is mapped out which requires all cadets to participate in some form of play activity and to undergo physical training in the gymnasium. Cadets are taught how to play as well as the rules of good clean sportsmanship.

A non-sectarian school, but one where a Christian atmosphere prevails. Chapel exercises, which are directed by the faculty and outstanding citizens from Atlanta, are held three times each week. All cadets are required to attend their own churches on Sunday.

Graduates are accepted on the recommendation of the President by all universities and colleges in the United States which do not require entrance examinations. Approximately ninety-five percent of GMA graduates go to college.

Georgia Military Academy

College Park, Georgia



COL. W. R. BREWSTER
PRESIDENT
LIEUT. COL. R. S. ROSSER
VICE PRES. & SECY.-TREAS.
COMDR. W. R. BREWSTER, JR.
SUPERINTENDENT

Dear Parents:

Undoubtedly you are confronted with numerous and perplexing problems in the rearing of your son. Believing that proper development will produce a fine man, possessed with the proper attitude towards life, you have for your son ideals of learning, culture, physical development, and character. Sometimes his personality is mysterious and you do not know how to direct him toward these objectives.

Many of the problems which confront you with your son are beyond your control as long as he is subjected to the atmosphere and crowded conditions existing in many of our public schools. Although there has been a great decrease in the number of teachers during the past few years there has been an enormous increase in the enrollment of most of our public schools. Furthermore, many of our best teachers have left the teaching profession and have entered more lucrative fields of work in order that their pay might keep pace with the increased cost of living. As a result of these conditions children are being subjected to crowded conditions and inferior instruction in the classrooms.

These conditions do not exist at Georgia Military Academy where classes average about fifteen and where the faculty is composed of well qualified experienced teachers possessing strong character and leadership ability. We believe at GMA that the quality of work done by the school is more dependent on the quality of the teachers than the surroundings. We further believe that the education of a child is the process of forming habit patterns: patterns of thought, belief, awareness, behavior, responsibility, health, and citizenship. Because of the close contact between teachers and cadets at GMA in the classrooms, on the playfields, and in the dormitories, our teachers exert a very strong influence in helping cadets form good habit patterns.

In some ways modern conditions have handicapped our boys. Many of our present generation of fathers grew up with the responsibility of performing certain jobs around the house. To-day most boys have no chores to perform at home and have little opportunity to learn of the responsibility that goes with a job. Irregularity and lack of supervision in many homes have made it difficult for some boys to provide a definite place and time for study and they fail in school because of irregularity of study or improper study conditions. Many parents are too busy to know what their children are doing or find it difficult to regulate their own son because of the lack of control which other parents in the neighborhood have over their children. Picture shows, good and bad, long rides in the automobiles, unchaperoned parties, and the radio and television frequently detract boys from their studies.

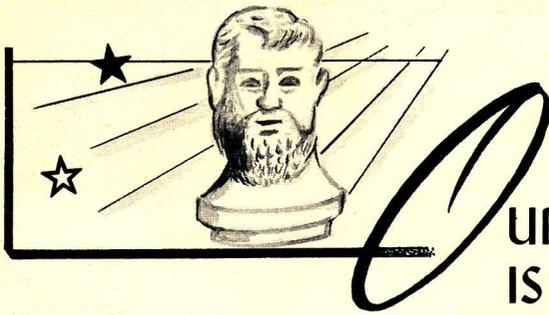
Georgia Military Academy offers its services to help you overcome these problems with your son. Our methods are not designed primarily to make soldiers, but the training proves invaluable in developing boys to fill places of usefulness in the world of business. We endeavor to help all cadets acquire the education and training necessary to complete their preparation for college or business life.

President Eisenhower has truly said, "The only hope for abiding peace is the moral and spiritual rejuvenation of mankind". We believe at GMA that an educational program firmly rooted in and integrated with the Christian philosophy will serve such a purpose. We endeavor to develop in our cadets a conscience that values the sacredness of human life and a respect for the golden rule.

The equipment at GMA is excellent and complete; our patronage is from the better homes; and our charges are moderate. We do not solicit the enrollment of boys who do not respect authority and who are unwilling to abide by the rules and regulations of a well-organized school. You are invited to visit the school, meet the faculty, and see us at work.

Very respectfully,

William R. Brewster
Colonel, G. M. A. President.



OUR PHILOSOPHY OF EDUCATION IS THE TRAINING FOR LIFE IN OUR DEMOCRATIC SOCIETY . . .

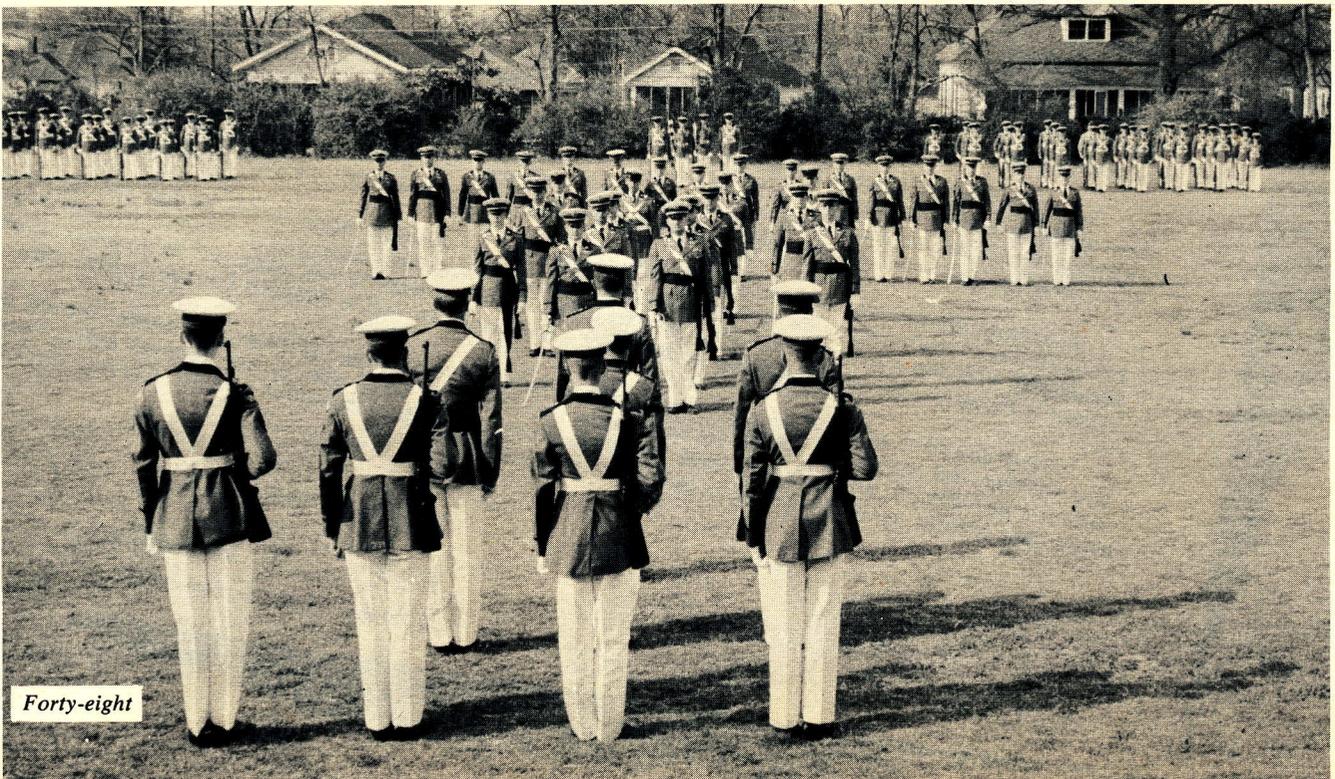
This involves the training of the student physically, mentally, and spiritually for a full appreciation of life in all its forms, and his obligation to his fellowman, his country, and to God. With this purpose in view, education at Georgia Military Academy is not confined to the influences of the classroom, but includes uplifting influence on morals and religious training, as well as on intellect, manners, attitudes, and physical well being.

We believe that military training helps accomplish this objective because it teaches how to command and how to obey, how to organize and coordinate, and how to maintain morale and discipline. Most important of all, it instills the conviction that any sacrifice must be made when principle is involved, and that truth, honor, and integrity are the basis of character. Such virtues woven into the lives of men will produce results for good, irrespective of the field in which they are applied.

MENTAL: The general objective of the academic program is the development of the individual mind to its fullest capacity along lines that make for better citizenship and to help prepare the boy to do the best job for which he is qualified.

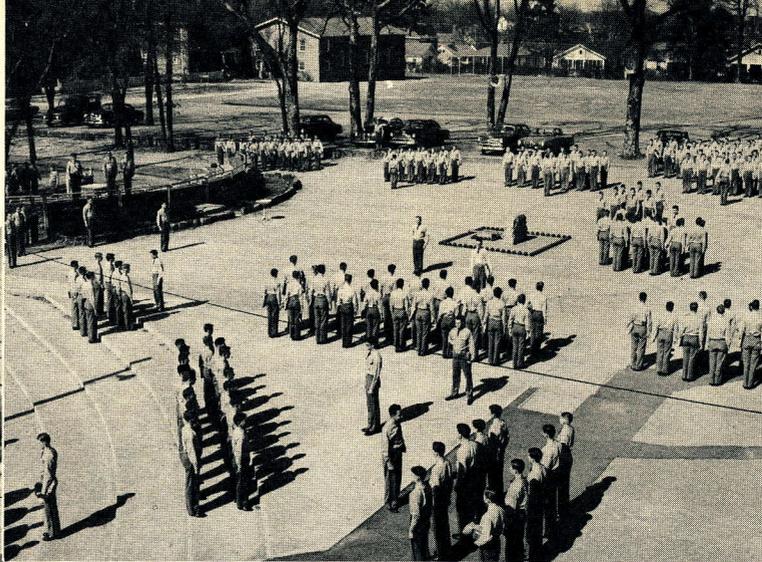
Specifically, the objectives include:

1. For those who are mentally qualified to do college work, preparation and guidance toward college. For this group of students, our objectives are qualitative work in college preparatory subjects rather than quantitative work.
2. For those who are not college material, continued drill in fundamentals (reading, arithmetic, spelling, etc.) leading toward graduation with credits earned in some courses which are not strictly college preparatory but which are of practical value in life.
3. To create in all students an appreciation of their heritage as citizens of this great nation.
4. To teach all students the advantages of our democratic way of life and their duties as citizens and to create in them a desire to carry out these duties to the best of their abilities.
5. To help the students acquire a habit of study which might help them to find pleasure in reading as well as to find information.



Forty-eight

Faculty Apartments



Class Formations

As a means of accomplishing the five objectives, it is our purpose to provide a faculty of well qualified instructors whose character, ability, and personality warrant the respect of the students, who are qualified to inspire boys to set noble objectives and to work diligently and efficiently to accomplish them.

The program to accomplish these objectives includes besides the daily periods in the classrooms, remedial work in reading, spelling, and arithmetic, daily supervised study, lectures at school assemblies, work in debating societies, and conferences between individual students and teachers who have the responsibility of guidance.

PHYSICAL: The objectives of the physical education program are:

1. To develop strong, erect, healthy, and well-coordinated bodies.
2. To develop teamwork and sportsmanship.
3. To develop a competitive spirit.
4. To correct physical defects.
5. To teach all students how to swim.
6. To teach all students how to care for their bodies and to create in them a desire to be physically fit.

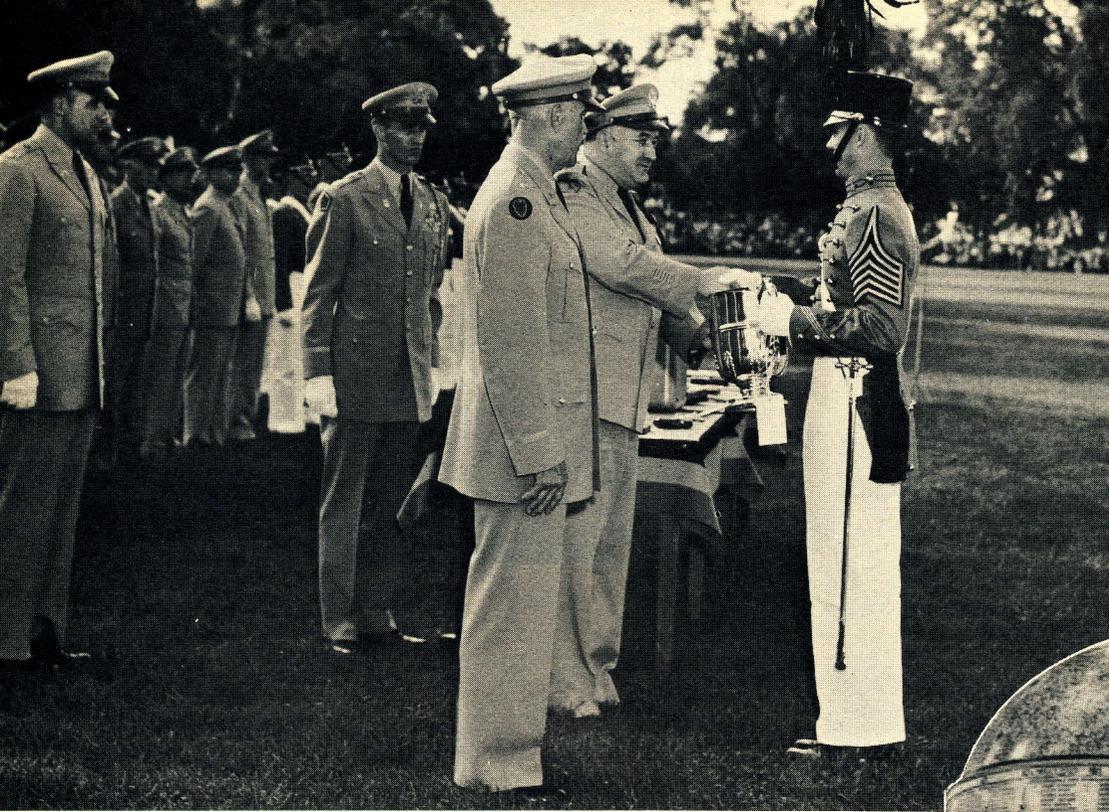
The physical education program includes one hour of compulsory work in the gymnasium each day under competent instructors. Two periods each week are devoted to exercises and work on apparatus. Two physical exams are given each year, one at the beginning

and one at the end of the year. Blood, heart, and lungs are checked annually. Progress charts are kept of each student showing the development of the body and improvement in certain physical skills.

SPIRITUAL: In order that character may be developed in those who attend our school our objectives include:

1. To provide on our campus a wholesome atmosphere, this includes the developing of a program of work and play and recreation which is good for the boy, the employment of teachers of character who show by their willingness to work for youth that they are interested; to provide facilities which make life on the campus attractive and which enable students to enjoy themselves in wholesome play and recreation.
2. To teach an established code of good behavior and require students to live up to the code. Good behavior usually results from the right kind of practices when people are young.
3. To continue to build an honor code among students on our campus, which would envelope a new student after he has been here a short time and cause him to look shamefully on such offenses as lying, cheating, and stealing.
4. To encourage a desire in the heart of all students to participate in the religious activities on the campus and in the local churches.

GMA is trying to accomplish these objectives.



West Point, N. Y., June 6, 1955—Cadet Lee D. Olvey (GMA, '51) receives trophy for highest military efficiency presented by the Sons of the Revolution in the State of New York.

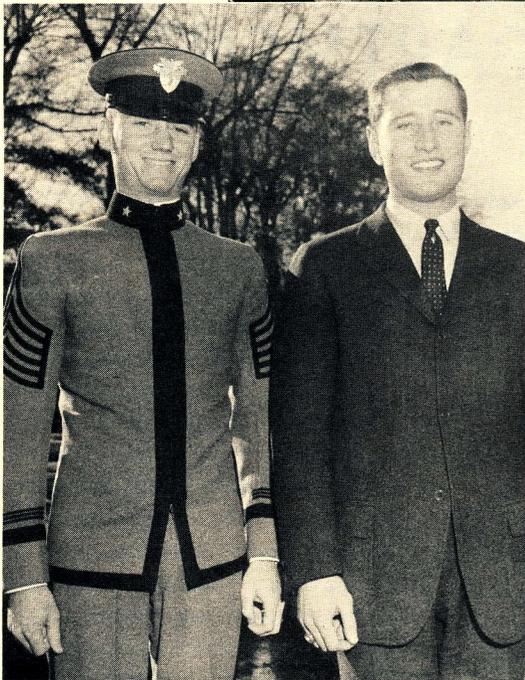
Duplicating Gen. Douglas MacArthur's feat as a Cadet, Lee D. Olvey (GMA '51) graduates from West Point Military Academy June 7, 1955 as number one man in both military and academic standing.

Second Lieut. Olvey is presented with the "Armor Insignia Plaque" of the Engineer Corps by Secretary of the Army Robert T. Stevens as General Matthew B. Ridgway looks on.



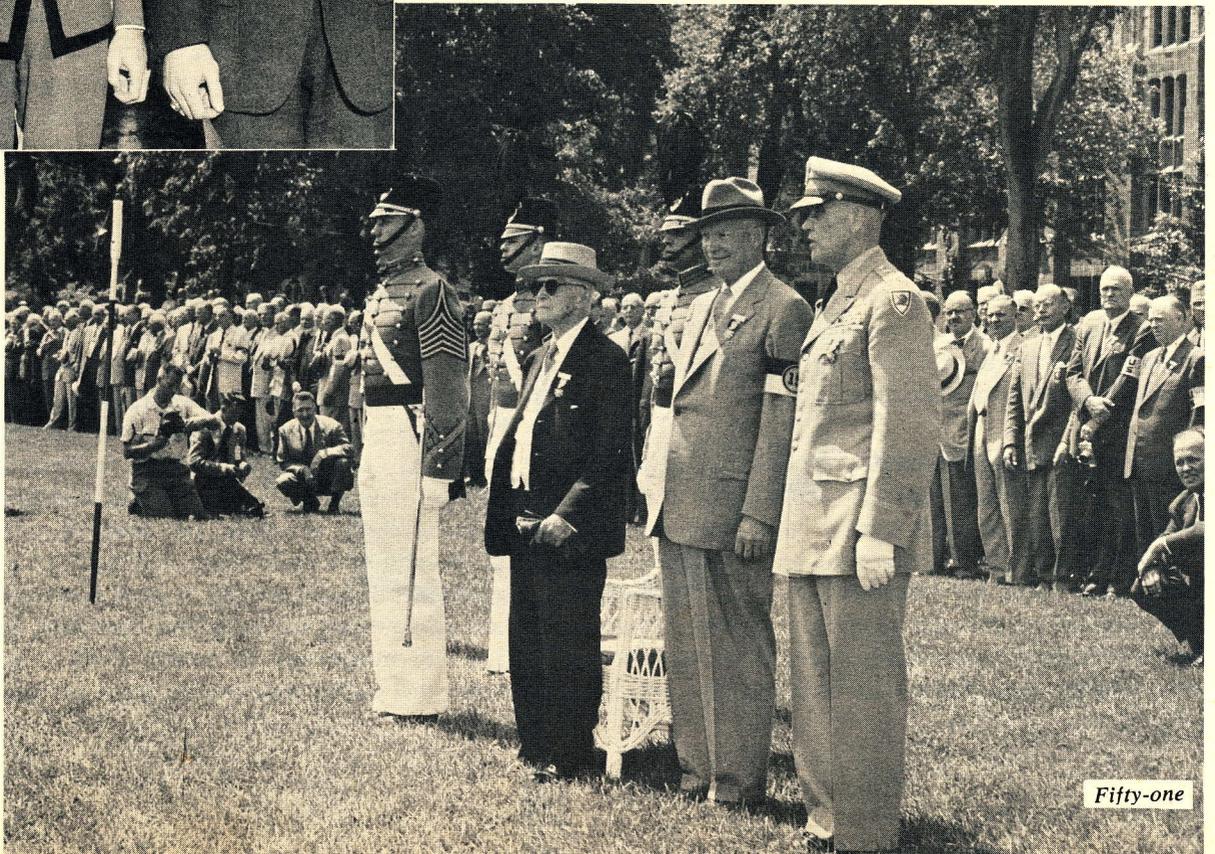


President Eisenhower presents Olvey his diploma.



Ex-GMA Cadets Lee Olvey and Frankel selected as two of ten candidates from Georgia to compete for a district Rhodes Scholarship won by Cadet Olvey.

Cadet Olvey commands the regiment as the oldest living graduate of West Point, Gen. Hodge, Class of '81, the President of the U. S., and the Supt., U.S.M.A., review the parade.





THE ACADEMIC DEPARTMENT

PURPOSE OF EDUCATION: The purpose of education is the symmetrical development of the boy in body, mind, and heart—the growing and maturing of that full-orbed experience and the fixing of those objectives which fit him to perform successfully his part in life. The fundamental requirements to this end are a wholesome nurture and discipline of all physical, mental, social, and spiritual powers during the plastic period of youth.

THE BODY: The physical development of the GMA cadet is discussed in the chapters devoted to military training, athletics, and intra-mural sports. The care and cleanliness of the body is part of our academic program. All cadets are required to take a course in hygiene and first aid. This course is under the supervision of the military department. It is frequently supplemented with lectures given to the cadet corps by men especially qualified to instruct them about bodily cleanliness. These lectures are usually in the form of a talk by a father to a son. Moving pictures and slides are used to impress the boy with the necessity of a clean body and to show the effects of dissipation.

CHARACTER DEVELOPMENT: The elements of character are truth, honor, courage, self-control, purity of thought and action, and correct ethical relationships, and, if our boys are to understand and appreciate these forces, they must be stimulated, guided, enlightened, and made strong through parent and teacher. Intellectual culture deeply grounded in spirituality and discipline must take the lead in character building. The one most

important element in character development is educators of character. The GMA cadet has close contact with educators in the home, in the classroom, and on the playfield. Chapel exercises which are held three times each week are very effective in creating in the boy a desire for a strong character. In chapel the cadets hear some of the outstanding leaders of Atlanta, men who are capable of giving inspiration and guidance toward character development. By their visits to the churches of College Park and Atlanta, they receive religious training. The school is non-sectarian, but deeply spiritual and religious. Catholic and Jewish boys are sent to Atlanta to their own churches. Protestant boys are required to attend churches of their own choosing Sunday mornings in College Park. Services, conducted by the Chaplain, are held about twice each month at 7:30 p. m. Sunday in the school auditorium. Character is also developed through discipline.

MANNERS: Chesterfield said: "Manners must adorn knowledge and smooth its way through the world." Realizing the importance and value of inculcating, during the period of youth, those qualities which constitute the gentleman, lectures on etiquette and polite manners are given each year. In addition to these lectures, the military department gives a course in military courtesy. After a cadet is taught the rules of etiquette, he is expected to live up to them, and teachers are instructed to correct cadets privately when it is apparent that they are disregarding the principles they have learned. Parties and dances are frequently given at the school in order that cadets may acquire grace and poise and learn

how to conduct themselves in the presence of ladies and in public gatherings.

ACADEMIC REPORTS: Teachers record grades on the permanent record book at the end of each grade period (two weeks). Reports are sent to parents at the end of each month. The cadet who carries a regular course and whose achievement record shows no grades below "B," is decorated with a ribbon which he wears the next two weeks. If he wins this award twelve times during the school year and does not fail on any semester exams, he is decorated at Commencement with a Gold Eagle key as a permanent possession.

HOW AND WHAT TO STUDY AND VOCATIONAL GUIDANCE: When a student first enrolls in the school he has a conference with the dean relative to his objective and course of study. This continues at the beginning of the school year as long as the student is enrolled in GMA. As the result of these conferences the dean is better qualified to assign courses that will meet the student's objective and satisfy the entrance requirements of the college of his choice. It is frequently necessary for the dean to recommend a change in the original plan because it develops that the student is not properly prepared for the objective he has set or the college of his choice. Lectures are given during the year at school assemblies by professional men, business men, and college professors in order to help students select a college and decide what type of work they should prepare for. Moving pictures are also shown during the year to help students choose objectives. At the end of the year seniors are given a self-evaluation test to help them determine whether or not they have selected wisely an objective and a college to meet the objective. After these tests have been given the dean has a conference with each senior to advise him if he thinks a better selection can be made.

LETTER WRITING: Instruction in letter writing is definitely a part of the work in English. Every cadet is required to bring to English class each Monday morning a letter to his parents prepared for the mail except that it is not sealed. The English teachers do not read these letters but observe the form and neatness. Letters which are not satisfactorily written must be rewritten. Acceptable letters are sealed and sent to the mail box. This system assures parents that they will get at least one letter each week from their sons. Parents whose sons have been at GMA for some length of time invariably state that their sons' letters show improvement.

SUPERVISED STUDY AND EXTRA INSTRUCTION: Long years of experience have made us keenly conscious that

boys need much personal assistance in learning how to study, how to concentrate, how to formulate, how to assimilate the subject matter of the curriculum. Our daily program includes forty-five minutes of supervised study and extra instruction for all boarding students from 8:15 to 9:00 a. m. five days each week. This program insures each student of almost four hours of supervised study and instruction each week. In addition to this, fifteen minutes of each class period is devoted by the teacher to helping the members of his classes prepare the next day's assignment. During the week cadets are permitted to call on their teachers during the late afternoon when they need help in the preparation of their next day's lessons.

NIGHT STUDY HALL: Every Monday morning the dean makes up a new list of cadets to attend night study hall during that week. Cadets are placed on that list by their teachers when their grades are low and their conduct during the night study period indicates they are not working as they should. Study hall lasts from 7:30 to 9:30 p. m. In the rooms where more than two cadets are assigned not more than two are permitted to study in the room during the study period.

PENALTIES FOR LACK OF EFFORT: The old saying, "You can drive a horse to water but you can't make him drink," applies to boys in school. You can't drive knowledge into a boy's head. Georgia Military Academy endeavors to create a desire for knowledge, to help a student learn how to study, to provide the proper environment and conditions for study, and to give proper direction to study, but in the last analysis the boy must do the learning. In order to keep his mind free from outside distractions and to impress on him the necessity for consistent work and to give him some extra time for work, we sometimes deprive him of privileges and require him to do extra work during the time he is confined to the campus.

EXAMINATIONS: At the end of each semester a three-hour written examination is given in each subject. Several periods are devoted to review work before these examinations. This review is quite helpful to the weak students, many of whom have been neglectful of their work and who find that by extra hard work on the review they can pass. These examinations also give the teachers a closer check-up on the boys in their classes.

SMALL CLASSES: GMA has a teacher for every twenty cadets. Classes average from fifteen to twenty. In classes of this size every cadet recites in every class

every day, and therefore cannot anticipate a day when he will not be called on to recite.

HIGH SCHOLASTIC STANDING: This school is one of the oldest members of the Southern Association of Colleges and Secondary Schools and has never been off the accredited list of secondary schools. Because of this connection and rating, our graduates, when properly certified, may enter without examination any college or university in America that admits on certificate. During normal times approximately ninety-five percent of our graduates enter college. During recent years we have sent graduates to Yale, Princeton, Massachusetts Institute of Technology, Lehigh, U. S. Military Academy, U. S. Naval Academy, U. S. Coast Guard Academy, Cornell, University of Pennsylvania, Vanderbilt, Emory, Tulane, Washington and Lee, Georgia Institute of Technology, Auburn, Duke, Wake Forest, The Citadel, Virginia Military Institute, and to all other Southern colleges and state universities.

CREDIT FROM OTHER SCHOOLS AND GMA SUMMER

SCHOOL: Examinations are not held on entrance. Certificates are accepted from accredited academies and high schools, and new cadets are classified in advanced work and allowed to continue with it as long as they demonstrate their ability to carry it successfully. When it is demonstrated that a cadet's foundation is not adequate for the work he is attempting, a reclassification is made. Credits from accredited summer schools are accepted, but examinations are necessary for work done under teachers not connected with a recognized school. GMA will operate an eight weeks' summer school, to begin on or about June 20. During the summer school it is possible for a student to make one new unit or two review units. Those who have been enrolled in the winter school the year just previous to the summer session may graduate at the end of the summer school provided they have fulfilled the requirements for graduation. The summer school offers an excellent opportunity for review. Eight weeks of hard work may strengthen a weak student's foundation and enable him to stay in college. For further information, see that part of the catalog devoted to a discussion of the summer school.

REPORTS AND MARKING SYSTEM: A report is sent to parents at the end of each month giving their son's grade for that period in each subject. This information

is also given to the cadets in order that they may keep up with their progress. Grades are as follows:

- A—Highest achievement (upper 5 to 10%)**
- B—Highest achievement (upper 15 to 20%)**
- C—Average achievement (middle 40 to 50%)**
- D—Barely passing (lower 15 to 20%)**
- F—Failure (lower 10 to 15%)**

A failure on these report cards does not necessarily mean a failure on the semester's work. It is recommended that parents study these reports carefully and administer such praise or blame as is deemed proper. The reports are studied very carefully by the superintendent and dean, and individual conferences are held from time to time with cadets whose grades are not what they should be. Correspondence with the dean relative to your son's work is invited.

GRADUATION: A cadet to be graduated must qualify in arithmetic and have to his credit sixteen Carnegie units in courses approved by the school, four of which must be earned in not less than one year of residence in Georgia Military Academy. All his accounts with the school must be paid before graduation, and his conduct record must be clear. Boys with poor high school records are not encouraged to enter GMA if they expect to graduate at the end of two semesters. Unless an applicant has at least twelve substantial Carnegie units when he enters GMA, graduation at the end of two semesters' residence at the school is unlikely. Students who do not offer credits in both second year algebra and plane geometry must complete a credit in business arithmetic before they will be graduated. Frequently those who do not complete the requirements for graduation by the end of the spring semester receive diplomas at the end of the summer school.

SAMPLING: Skipping about from one course to another in order to find something easy is a common weakness in poor students. Except in the cases of those not qualified to take the college preparatory courses, we insist that students stick to our courses in English, mathematics, foreign languages, science, and history until a reasonable degree of mastery has been attained. We are mindful of the fact that success in these courses requires more work than most of our pupils have been accustomed to doing in other schools. The appreciation by the student of our unwillingness to permit sampling comes later in college to those who have learned to overcome obstacles.



CERTIFICATION TO COLLEGE: Only those graduates will be certified to college who have had the college preparatory work and whose grades have indicated they are ready to carry on in college. Graduates will not be recommended to engineering schools who have not passed fourth year mathematics (algebra V and trigonometry). The school will not recommend to any college a student who has not successfully completed two years of algebra and one year of plane geometry. Before one can graduate, at least one year of algebra must be completed at GMA. Commercial, musical, agricultural, and manual art courses are not regarded as college preparatory, although credit is accepted.

HONORS AT GRADUATION: Cadets graduating with a record grade of "A" in all academic subjects will have written on their diplomas "Summa Cum Laude." Those graduating with a record of at least two "A's" and no grade less than "B" will have written on their diploma "Magna Cum Laude." Those graduating with all grades "B" and above, will have written on their diplomas "Cum Laude." Academic honors will not be awarded to those meeting the above mentioned qualifications whose grades in Military Science are below "C." The grades mentioned above are based on the senior year only. The Valedictorian will be that cadet of the graduating class who maintained the highest average during the Junior and Senior years. The honors mentioned above will not be awarded to Seniors whose course does not include Math IV.

CREDITS AND COURSES: Georgia Military Academy offers eight years of grammar school work, beginning

with the first grade and ending with the eighth grade, and four years of high school work. The grammar school work is outlined in the section of this catalog devoted to the Junior School. The same system of small classes, individual attention, and supervision is in effect through the grammar grades and the high school grades.

CLASS PERIODS AND UNITS: The courses are arranged in sequence and accredited so that our measure of academic effort will be the same as that of most high schools and colleges. The classes in the senior school are known as the freshman, sophomore, junior and senior classes. The academic work is measured in terms of Carnegie Units—a unit being defined as a specified amount of work pursued for one full school year of thirty-six weeks, five recitations a week of fifty minutes each.

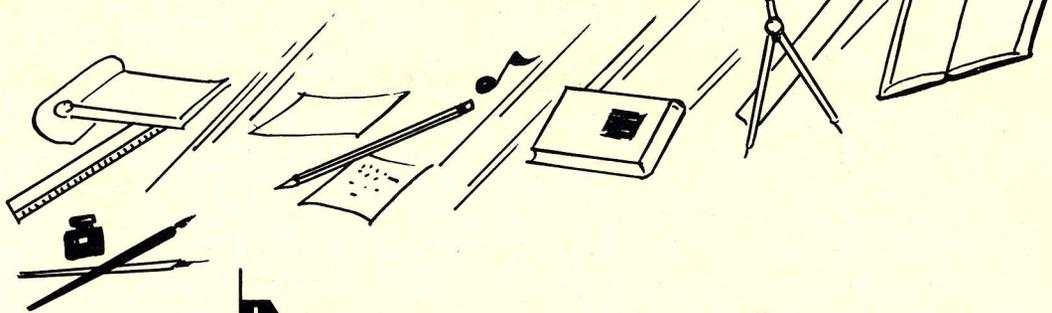
NORMAL LOAD AND ELECTIVE SUBJECTS: Every cadet must carry at least four academic subjects, which is regarded as a normal load, besides the non-credit courses (arithmetic, reading, etc.), physical education, and military science, which is required of all members of the R.O.T.C. Only in exceptional cases will cadets be permitted to take more than four academic courses exclusive of military science. The fifth subject will have to be discontinued after the first quarter if the grades have been low. The selection of the elective subjects depends upon the desire of the parents, the requirements of the university or professional school for which the cadet is preparing, the judgment of the dean, and the natural taste of the boy. The dean invites a discussion with parent and cadets as to what electives are best.

The Faculty



COURSES

COURSES: GMA's courses of study are comprehensive and prepare thoroughly for our leading colleges, universities, engineering schools, business colleges, the national academies (West Point and Annapolis), and for commercial life. The following five distinct courses are offered:



- 1 The **CLASSICAL COURSE** prepares for any type of college, but is better suited to a liberal arts college.
- 2 The **ENGINEERING COURSE** prepares for any type of college, but is better suited to a medical or engineering school.
- 3 The **ENGLISH - COMMERCIAL COURSE** or **ENGLISH - SCIENTIFIC COURSE** is designed to give practical training to boys who do not expect to go to college. It is not the best course for college preparation, but may be used for college entrance provided four units in English, two units in algebra, one unit in plane geometry, and two units in a foreign language are completed.
- 4 The **POST GRADUATE COURSE**, depending on the subjects chosen, may be made to serve one of three purposes: (1) to strengthen a foundation for college; (2) to serve as a finishing course for boys not going to college; and (3) to earn college credits. In order to receive a post-graduation diploma, the P. G. English Course, Algebra V, and two other elective courses must be completed.
- 5 The **WEST POINT AND ANNAPOLIS PREPARATORY COURSE** offers work to prepare boys for entrance examinations to the national academies.

The following diagram shows the necessary units for each type of diploma:

CLASSICAL		ENGINEERING		ENGLISH-COMMERCIAL		ENGLISH-SCIENTIFIC	
English	4 units	English	4 units	English	4 units	English	4 units
Algebra	2½ units	Algebra	2½ units	Algebra	1 unit	Algebra	1 unit
Plane Geometry	1 unit	Plane Geometry	1 unit	Science	1 unit	Bus. Arithmetic	1 unit
Languages	3 units	Trigonometry	½ unit	European History	1 unit	Science	1 unit
Trigonometry	½ unit	Languages	2 units	American History	1 unit	European History	1 unit
American History	1 unit	Sciences	3 units	Bus. Principles	1 unit	American History	1 unit
European History or Civics	1 unit	European History or Civics	1 unit	Civics or Economics and Government	1 unit	Civics or Economics and Government	1 unit
Economics and Government	1 unit	American History	1 unit	Bus. Arithmetic	1 unit	*Electives	6 units
Sciences	2 units	Economics and Government	1 unit	*Electives	5 units		
Total	16 units	Total	16 units	Total	16 units	Total	16 units

*Elective units must be chosen from the following list which shows all the subjects offered in the senior school:

ENGLISH—5 units

English I	1 unit
English II	1 unit
English III	1 unit
English IV	1 unit
Journalism	1 unit

MATHEMATICS—5½ units

Business Arithmetic	1 unit
Algebra I and II	1 unit
Algebra III and IV	1 unit
Plane Geometry	1 unit
Solid Geometry	½ unit
Algebra V	½ unit
Trigonometry	½ unit

NATURAL SCIENCES—4 units

General Science	1 unit
Biology	1 unit
Chemistry	1 unit
Physics	1 unit

COMMERCIAL SUBJECTS—4 units

Business Principles	1 unit
Bookkeeping	1 unit
Typing	1 unit
Business Arithmetic	1 unit

LANGUAGES—6 units

Latin	2 units
French	2 units
Spanish	2 units

SOCIAL SCIENCES—7 units

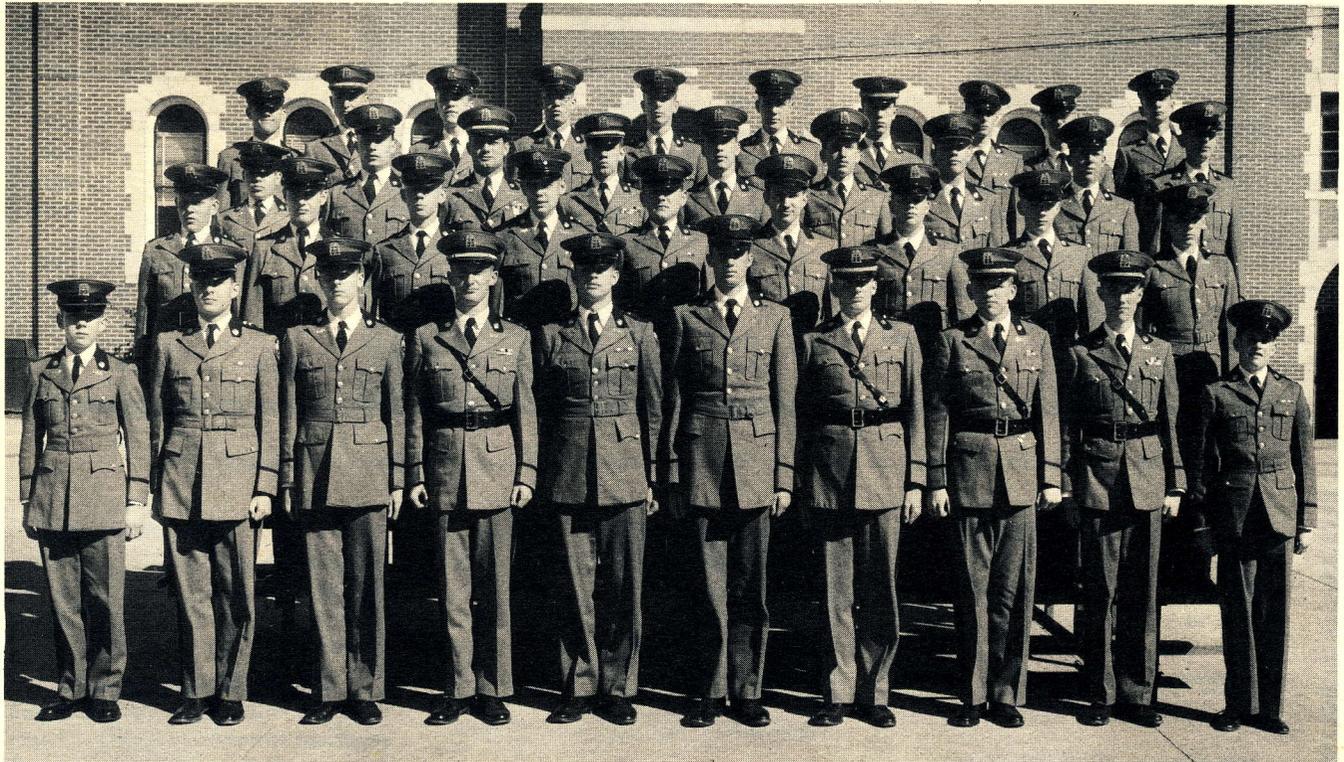
European History	1 unit
American History	1 unit
Economics and Government	1 unit
Sociology	1 unit
Civics	1 unit
Bible	1 unit
Geography	1 unit

*For college recommendations to a technical school, Algebra V must be completed at GMA. For recommendation to any college, Algebra III and Algebra IV or Algebra V must be completed at GMA. In order to receive a GMA diploma of any type, at least one credit in Algebra must be completed at GMA. Those who offer only one unit in Algebra for graduation must also offer a unit in Bus. Arithmetic to be completed at

GMA. Four units in English, three units in the social sciences, including American History, and two units in mathematics are required for graduation. When a student enters the Freshman class (ninth grade) the college preparatory courses are given as shown below.

This order is not always possible if one enters above the ninth grade.

ENGINEERING		CLASSICAL	
1st Year	3rd Year	1st Year	3rd Year
English I Algebra I and II Latin, French, or Spanish World History or Civics or General Science	English III Plane Geometry Chemistry American History	English I Algebra I and II Latin, French, or Spanish General Science or Civics	English III Plane Geometry Latin, French, or Spanish American History
2nd Year	4th Year	2nd Year	4th Year
English II Algebra III and IV Latin, French, or Spanish World History or Biology	English IV Algebra V and Trigonometry Economics and Government Physics	English II Algebra III and IV Latin, French, or Spanish World History or Biology	English IV Algebra V and Trigonometry Economics and Government Physics or Chemistry



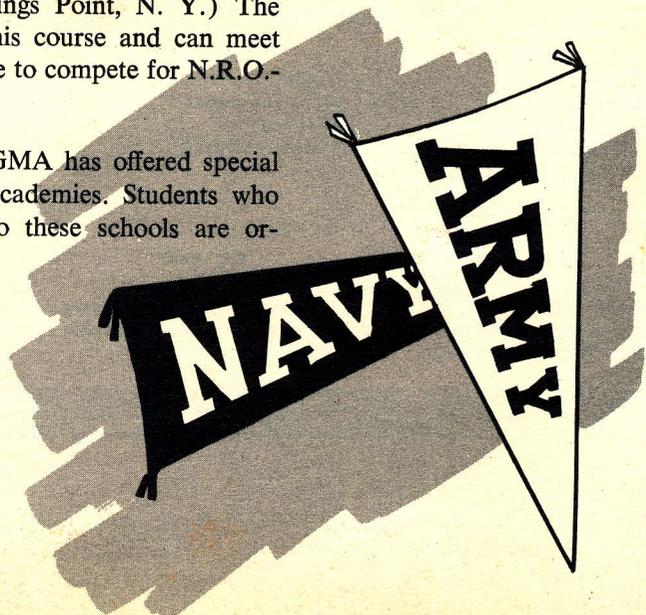
CADETS PREPARING FOR THE NATIONAL ACADEMIES

PREPARATION FOR . . .

*National Academies, College Board Exams
and N. R. O. T. C. Scholarships*

The engineering course includes all subjects necessary for entrance to the national academies (U. S. Military Academy at West Point, N. Y., the U. S. Naval Academy at Annapolis, Md., the U. S. Coast Guard Academy at New London, Conn., and the U. S. Merchant Marine Academy at Kings Point, N. Y.) The student who has completed this course and can meet age requirements is also eligible to compete for N.R.O.-T.C. scholarship.

For the past twenty years GMA has offered special preparation for the national academies. Students who are trying to gain entrance to these schools are or-

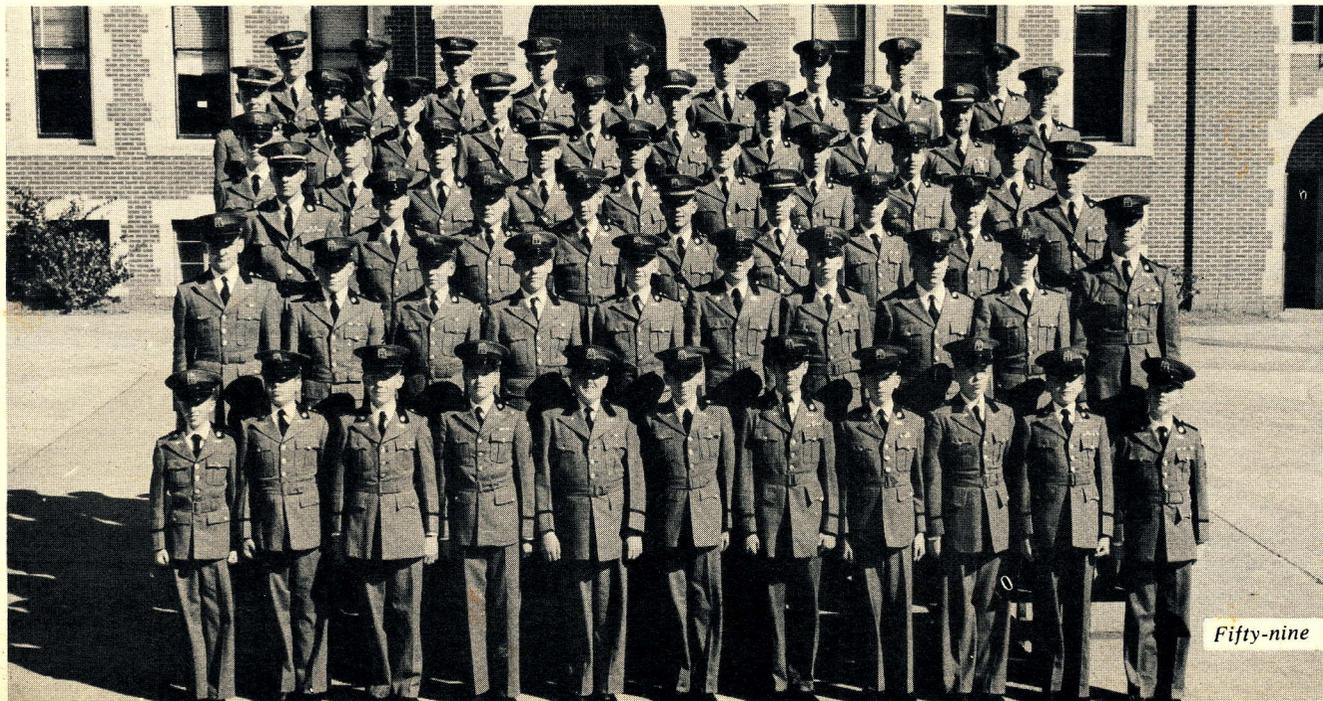


ganized in special classes in mathematics and English, subjects in which they must be examined. They are also given practice in taking aptitude tests because all candidates are required to pass an aptitude test if they are accepted. It is necessary for an applicant to get an appointment before he can be considered for entrance to the U. S. Military or Naval Academies. These appointments are made by congressmen to applicants living in the congressional district which they are serving or by senators to applicants living in the state they are representing. Some of these representatives give their appointments without a competitive examination, others choose their appointees as the result of a competitive examination held by the civil service. Entrance to the Coast Guard Academy, the Merchant Marine Academy and the N.R.O.T.C. is determined by competitive examinations. An applicant who receives an appointment from a congressman or senator who presents credit which is acceptable on one semester of college work is required to pass only the physical examination and the aptitude test. In addition to these tests all other appointees must pass examinations in mathematics and English. GMA offers preparation for the entrance examinations and for the various competitive

examinations which are held to determine the winners of Presidential, Congressional, National Guard, and Honor School appointments. Candidates who have done above average work in their previous high school or prep school training and who have completed the required subjects for entrance before enrolling for preparation at GMA should have no difficulty passing the examinations with a year of preparation at GMA. This is not a course for poor students and they are not encouraged to enroll for it unless they expect to devote two years in preparation. Cadets who have enrolled in GMA for two years are eligible to compete for the school appointments to West Point and Annapolis. During the past twenty years approximately one hundred GMA graduates have entered the national academies and only three have been dismissed because of failures. The same quality of work is necessary for those students who desire to enter schools requiring the college board Exams (Yale, Harvard, Princeton, Dartmouth, Massachusetts School of Technology, University of Pennsylvania, and others) as is required by the national academies. GMA cadets who are preparing for college board exams are given the same kind of special preparation.



WINNERS OF THE GOLD KEY FOR EXCELLENCE IN SCHOLARSHIP



Fifty-nine

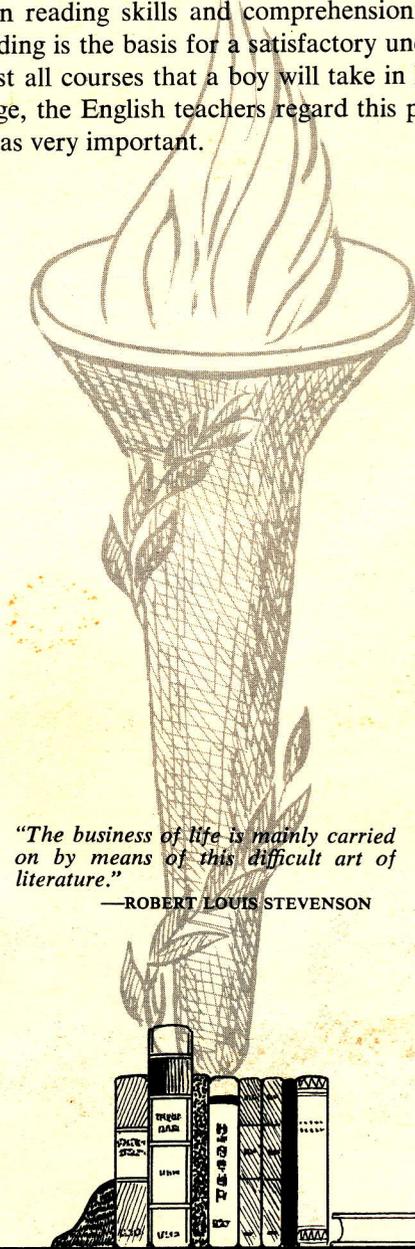
ENGLISH

THE AIM of the English department is three-fold: to give to the student a mastery of the mechanics of expression, both oral and written, to develop in him a respect for his mother tongue and a love for the great literature that is his heritage, and to teach him to read with increased comprehension and skill. In order to achieve the first objective, throughout the course, attention is centered on establishing a foundation in functional grammar. A complete review of the essential elements is outlined. Every encouragement is given to self-expression in writing and speaking. Correct speech is stressed both in classroom recitation and in debating. At least one composition or its equivalent in some other form of writing is required each week. Also numerous shorter compositions and paragraphs are assigned for class work throughout the week in addition to the weekly composition. The school newspaper is edited by the cadets themselves under faculty supervision and affords a splendid chance to learn basic journalistic practice. Once a month a literary supplement is issued consisting of student contributions in the nature of familiar essays, poems, short stories, and articles. Special stress is put upon correct letter-writing, and each cadet is required to submit one letter a week as part of his assignment.

A love of good literature is fostered through the study and analysis of selected masterpieces. Standard novels, such as Eliot's "Silas Marner," Scott's "Ivanhoe," Stevenson's "Treasure Island," Hawthorne's "The Scarlet Letter," and Dickens' "A Tale of Two Cities," are read. Careful attention is given to the teaching of Shakespeare as literature and as an interpretation of life: "As You Like It," "Julius Cæsar," "Macbeth" and "Hamlet" are read, and the construction of an Elizabethan stage by the younger students helps to vitalize an important part of the program. In addition to the selected works, a thorough review of English and American literature is achieved.

The third objective of the English department is to teach the student to read with increased comprehension and skill. Not only is the student encouraged to read

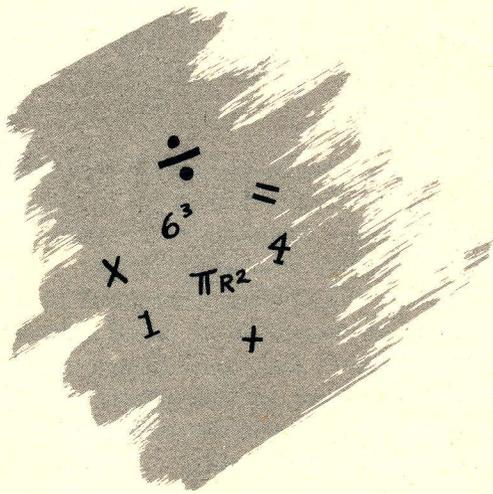
widely, but he is also given reading exercises in the classroom. These exercises are designed to correct deficiency in reading skills and comprehension. Realizing that reading is the basis for a satisfactory understanding of almost all courses that a boy will take in high school or college, the English teachers regard this part of their courses as very important.



"The business of life is mainly carried on by means of this difficult art of literature."

—ROBERT LOUIS STEVENSON

Mathematics . . .

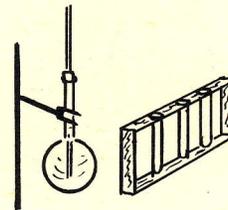


THE AIM in this department is skill and accuracy in handling figures, signs, symbols, and geometric and trigonometric figures and a careful development of reasoning powers, as evidenced by clearness in explanation and demonstration. The work is planned to be of special value to those who expect to go to college. One, two, or two and one-half units in algebra are required, depending on the course elected. Proficiency in arithmetic is a requirement for graduation. Those who offer only one unit in algebra for graduation must also offer a unit in Business Arithmetic. Those who qualify in arithmetic on the standardized test which is given to all students at the beginning of the year are not required to do additional work on this subject. All others must take remedial work on Saturday mornings or complete the unit course in business arithmetic.

The courses offered in mathematics include: Business arithmetic, 1 unit; algebra, $2\frac{1}{2}$ units; plane geometry, 1 unit; solid geometry, $\frac{1}{2}$ unit; and trigonometry, $\frac{1}{2}$ unit.

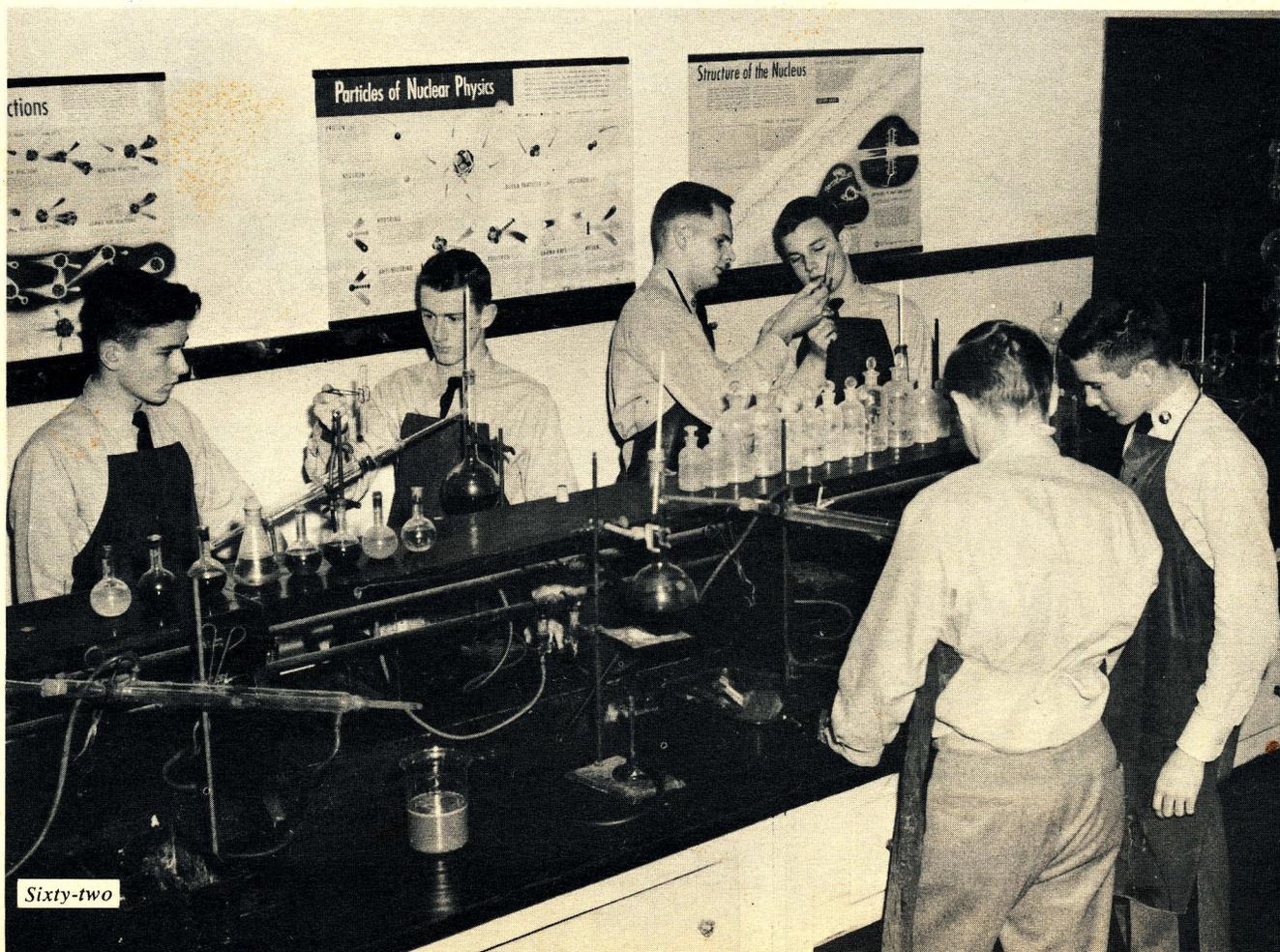


NATURAL SCIENCE



THE FIRST AIM of the Science Department is to give to all students an elementary understanding of the natural laws and phenomena. Such knowledge will tend to expel superstition and lead to an active thinking mind. The next aim is to give to those students who intend to follow their scientific training, or to go into a profession that will require scientific knowledge, a foundation of more detailed information. Our location near Atlanta enables the science classes to visit manufacturing plants where they see the practical uses of much of the text data which they study. They are also privileged to visit the chemistry and physics laboratories of Emory and Georgia Tech where they see many of the experiments that are performed in college courses. These two courses are very necessary for students who expect to go to engineering or medical school. The latest scientific films are shown at regular intervals throughout all science courses.

The courses offered by the science department are: General science, biology, chemistry, and physics. All are one-unit courses. Chemistry and Physics should be taken by all students who expect to go to technical schools. Biology and Chemistry should be taken by all who expect to go to medical or dental schools, or to schools of pharmacy. The course in general science is an introductory course to the natural sciences and should be taken by those who are preparing for a college course in business or liberal arts.



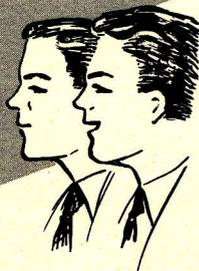
THE AIMS of this department are: (1) to give to the student such information concerning the development of nations as every well-educated person should be acquainted with; (2) to show the relation of cause and effect as seen in history; (3) to give him an understanding of the problems that confront his nation today; and (4) to impress upon him his responsibility, as the citizen of tomorrow, for the development of better government. To accomplish these aims supplementary material is used, and reports, notebooks, maps, and debates form a regular part of the work. Effort is made to relate current events with textbook material wherever possible.

Three units in Social Science including American History are required for graduation. Although World History is not required, it should be taken as an elective course in the ninth or tenth grade in order that the student may have the proper background for American History taken in the eleventh or twelfth grade. The courses offered in history and social science include the following:

Civics, 1 unit; sociology, 1 unit; world history, 1 unit; American History, 1 unit; economics, ½ unit; and American Government, ½ unit; Geography, 1 unit.

History AND SOCIAL SCIENCE

LANGUAGES



THE STUDY of foreign languages at GMA is designed not only to give a thorough linguistic background for each language, but also to open new fields of thought that can best be gained through a careful study of the culture of a foreign country and through extensive reading in its native medium of expression.

The courses in foreign languages fall logically into two groups, the Classical and the Modern. The aims of these two groups differ, however, but slightly.

Latin has all the value that can come to a student who wishes to be versed in the cultural, to build his vocabulary from an intimate contact with the language that has more definitely shaped his own language than all others combined, to develop his powers of memory through the acquirement of this knowledge, and last, but perhaps more important, to learn a grammar that fixes his knowledge of English grammar.

To the student who chooses French or Spanish, there is the added attraction of understanding the language when it is spoken and of speaking it himself. Records and a tape recording machine are used to help students who are studying French or Spanish.

The courses offered are as follows: Latin, 2 units; French, 2 units; Spanish, 2 units.

A THOROUGH TRAINING in the fundamentals of business now commands the consideration of all who are interested in equipping youth to face the problems of the business man. Those who wish to fit themselves for the business world will find the commercial course to be of practical benefit. Though not essentially college preparatory, it gives a foundation for entrance into business, stressing methods, forms, and ethics. The department is provided with the latest equipment. Complete instruction in the use of all this equipment is offered. The courses offered by this department include the following one-unit courses:

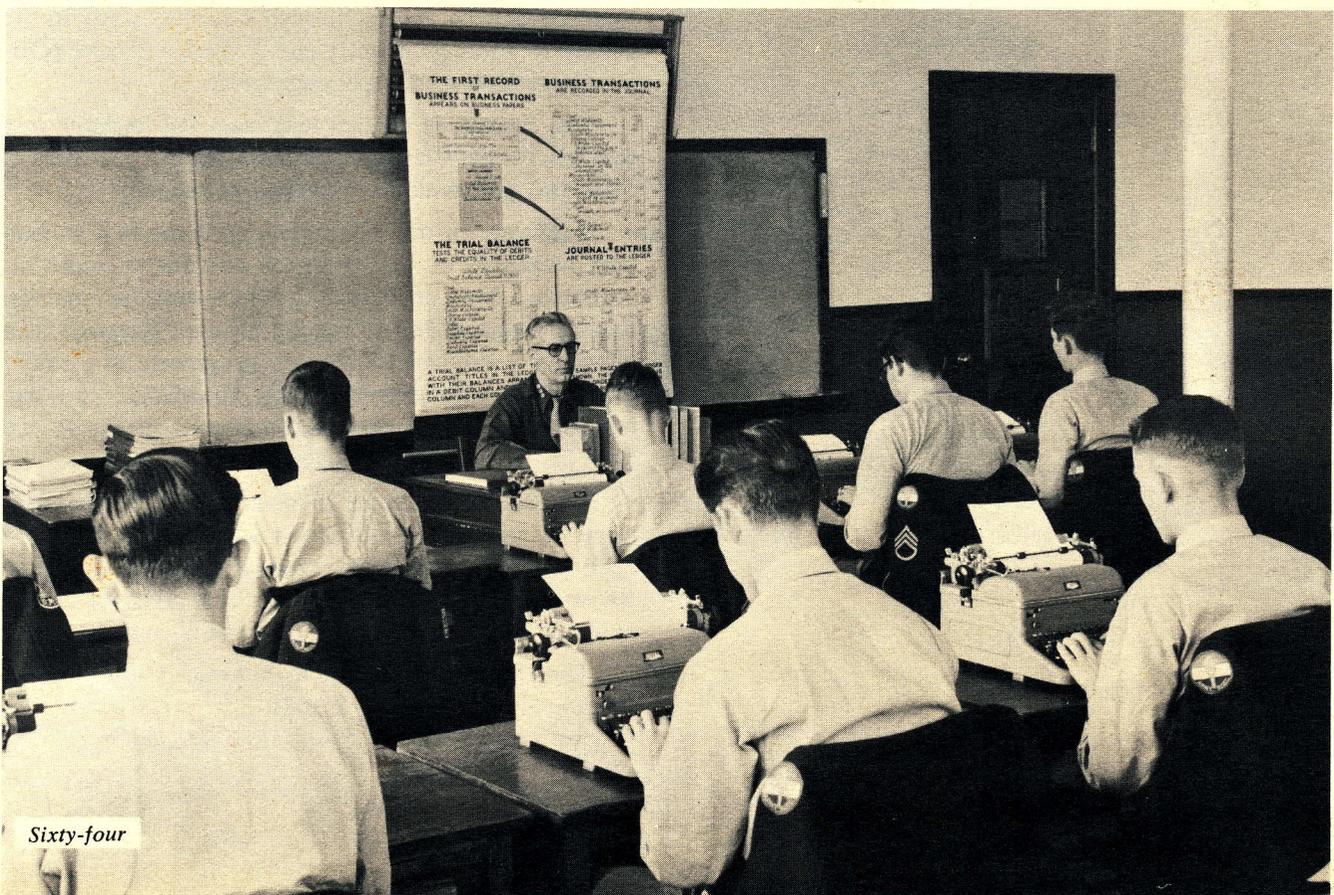
- **BUSINESS ARITHMETIC:** This course is open to eleventh and twelfth grade students. It is a required course for all students who do not offer two units in algebra and one unit in plane geometry for graduation. It involves a thorough study of the principles of arithmetic with emphasis on short methods of computation used in business. A large part of the course is devoted to the solution of practical business problems.

COMMERCIAL

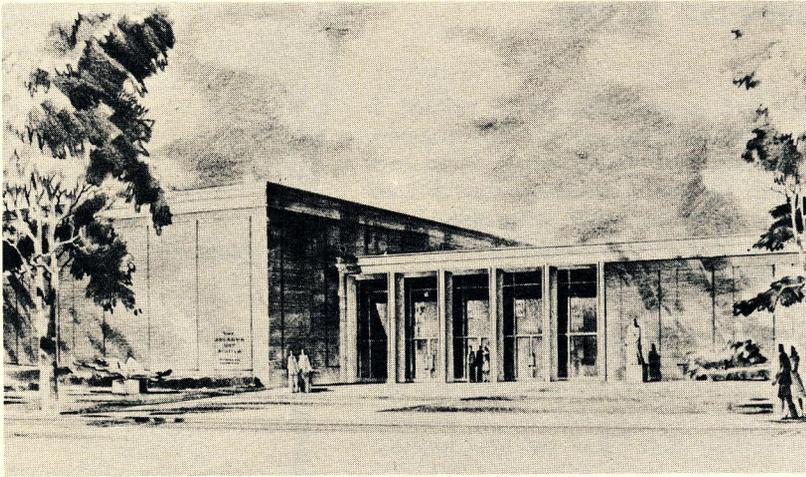
- **BUSINESS PRINCIPLES:** Open to students in the eleventh and twelfth grades. It includes a study of business relations, forms, typing, and law. Those who take this course should acquire a knowledge of laws and of business terms.

- **BOOKKEEPING.** Open to students in eleventh and twelfth grades. Students are taught how to read and keep a set of books. Careful attention is given problems typical of the bookkeeping department of the average business office.

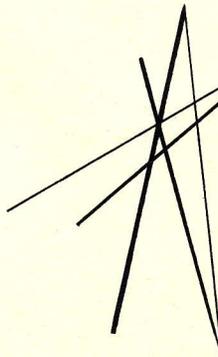
- **TYPEWRITING:** Students are taught the touch system and how to fill out all types of business forms. Stress is placed on speed and accuracy in using the typewriter. A great deal of time is devoted to practice in writing business letters. The equipment used consists of adding machines, mimeograph, calculator, and the latest model of Royal typewriters.



Fine ARTS



ATLANTA ART ASSOCIATION GALLERY is one of Atlanta's cultural showplaces. The museum offers exhibitions from time to time of the work done by many of the country's outstanding artists in sculpture, painting, and weaving. In connection with the museum, Atlanta art teachers offer exceptional opportunity to all students who may be interested in studying sculpture, drawing, painting, and cartoon sketching. GMA Cadets are permitted to take these courses at times that do not conflict with their academic program.



Public SPEAKING AND DEBATING

ALL BOARDING CADETS who are not required to do remedial work in arithmetic (this is determined by an examination at the beginning of the school year) are required to belong to one of the literary societies and to participate in debating and public speaking. Each class is organized into a literary society, which meets for one hour every Saturday morning. Two faculty members are assigned to each society to give direction to the work which is planned and carried on by the cadets. Cadets take their turn on the program, coming on about once each month. The programs consist of debates, forums, current events, biographical sketches, etc.



HOW TO STUDY?

A LETTER TO THE STRUGGLING STUDENT

Dear Student:

Until I was twenty years of age I had great difficulty in school. I became so discouraged because I was a failure in school that I persuaded my parents to let me withdraw from school and go to work. I worked about a year during which time I came to the conclusion that I was handicapped in my work and that I wasn't making much progress. After coming to this conclusion I made up my mind that I should go back to school, get a fresh start, and work to accomplish the objective which I had set of graduating from college.

This thinking on my part helped me to accomplish two things. First, it caused me to set an objective which I became very eager to reach. Secondly, it caused me to realize that I hadn't learned much during the fourteen years that I had been in school. It also caused me to believe that the only way to accomplish the objective that I had set was to start almost from the beginning.

Even though I had almost two years of college (without many passing grades) I thought it advisable to go to an independent school like GMA where I could do remedial work to properly prepare for college. Many times during my later years I have thanked the Lord for bringing to me the realization of my greatest needs, an objective fired with ambition and a foundation to do qualitative work in school.

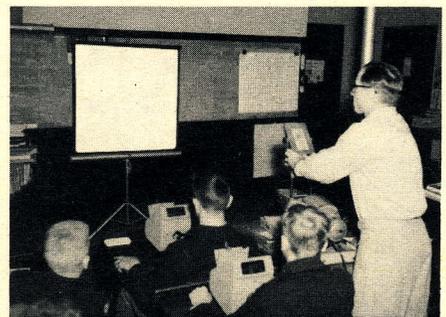
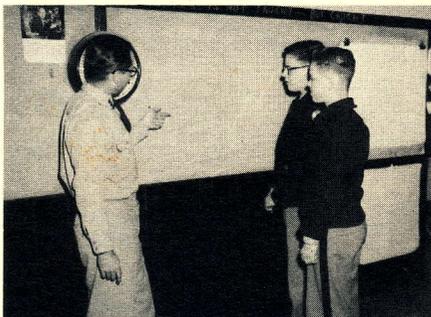
This experience of mine has caused me to be sympathetic towards the struggling student who has a good mind but is a failure in school because he has no objective and doesn't know how to study.

As I look back over all my years in school I am convinced that no one taught me how to study, but someone did help me set an objective and several good teachers helped me learn how to study mainly as the result of my own effort.

We can help you learn how to study at GMA only if you will give us your best effort.

Sincerely yours,

William R. Brewster



...LEARN TO READ

READING AND ARITHMETIC

READING: We firmly believe that reading and arithmetic are key tools, without which, one can not become educated. Psychologists have shown that 80% of all failures in school are due to poor reading and that 60% of those who fail have normal minds or better. The Stanford Achievement Reading Test is administered to all new students at the beginning of the year to measure their speed of reading, their comprehension, their knowledge of vocabulary, sentence structure, sentence meaning, etc. Those who show a lack of ability to read and understand on this test are assigned to classes in the reading clinic. Those who do not make satisfactory progress in these reading classes are urged to take private lessons from the reading teacher. In order to determine the progress the students have made in the reading clinic the same test is given at the end of the first semester and his score is compared with the grade he made at the beginning of the year. The table below shows the grade progress made by a group of students picked at random after spending about three months in the reading clinic. All eighth grade students spend one

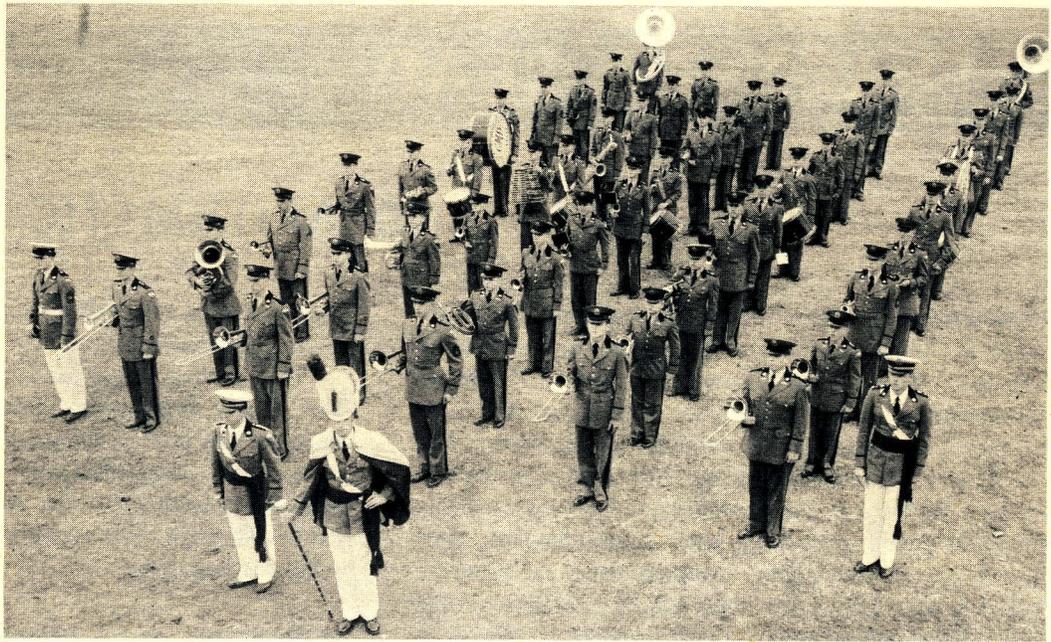
period each in the reading clinic where they are taught reading and history.

The reading instructor is a specialist in his field of work. He is thoroughly familiar with the technique of teaching one how to increase his speed in reading and improve his comprehension. He is also familiar with methods of testing and the use of reading accelerators, the statistiscope, and other electronic equipment used in the reading clinic.

ARITHMETIC: At the beginning of the school year a standardized test is given in arithmetic. Those who do not qualify on this test are required to take a remedial course in this subject during the year. Classes meet almost every Saturday morning for an hour and a half. The course is optional to day students. At the end of the year the same test is given and from this we can determine the progress made. The table below shows in percentage the progress made by a group of students picked at random who did remedial work in arithmetic during the year.

READING IMPROVEMENT				
As Shown by the Stanford Achievement Advanced Reading Test				
Cadet	Grade	Reading level before training	Reading level after training	Reading gain
1.	12	9.4	12.3	2.9
2.	9	8.9	12.0	3.1
3.	9	7.5	9.0	1.5
4.	11	10.8	12.7	2.1
5.	10	9.6	12.0	2.4
6.	11	9.3	14.5	5.2
7.	9	6.9	10.5	3.6
8.	9	6.8	9.6	2.8
9.	12	9.6	13.3	3.7
10.	10	7.0	10.3	3.3
11.	9	7.4	12.3	4.9
12.	11	8.5	11.7	3.2
13.	11	9.3	12.0	2.7
14.	11	9.2	11.1	1.9
15.	8	10.5	11.7	1.2
16.	9	7.2	9.6	2.4
17.	11	8.5	12.7	4.2
18.	11	6.8	13.3	6.5
19.	9	9.4	11.4	2.0
20.	11	9.9	11.4	1.5
21.	11	8.5	11.1	2.6
22.	10	8.7	10.8	1.9
23.	10	8.8	12.3	3.5
24.	10	9.3	12.3	3.0
25.	11	9.6	12.0	2.4

IMPROVEMENT IN ARITHMETIC		
As Shown by Schorling Standardized Test		
Cadet	Sept. %	May %
1.	20	65
2.	38	70
3.	52	76
4.	64	84
5.	25	91
6.	53	88
7.	57	89
8.	42	63
9.	44	78
10.	33	67
11.	67	82
12.	19	72
13.	49	91
14.	61	88
15.	27	64
16.	63	92
17.	65	80
18.	50	83
19.	25	75
20.	48	85
21.	31	70
22.	67	78
23.	44	78
24.	41	98
25.	61	82



MUSIC

SCHOOL MUSIC organizations consist of *The Robert W. Woodruff Band* which plays symphonic music as well as marches and popular music; an orchestra composed of twelve to fifteen pieces, and a glee club composed of twenty to thirty voices.

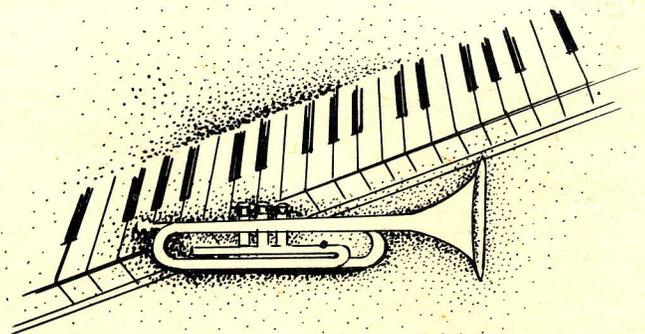
THE BAND: *The Robert W. Woodruff Band* consists of fifty pieces and is organized as an integral part of the cadet corps under an experienced bandmaster as the instructor. No fee is required for the musical instruction of the band. When Colonel Robert W. Woodruff was a cadet in GMA, he secured funds for the first set of instruments, and in 1929 the band was named in his honor. He furnished the beautiful capes worn by the band.

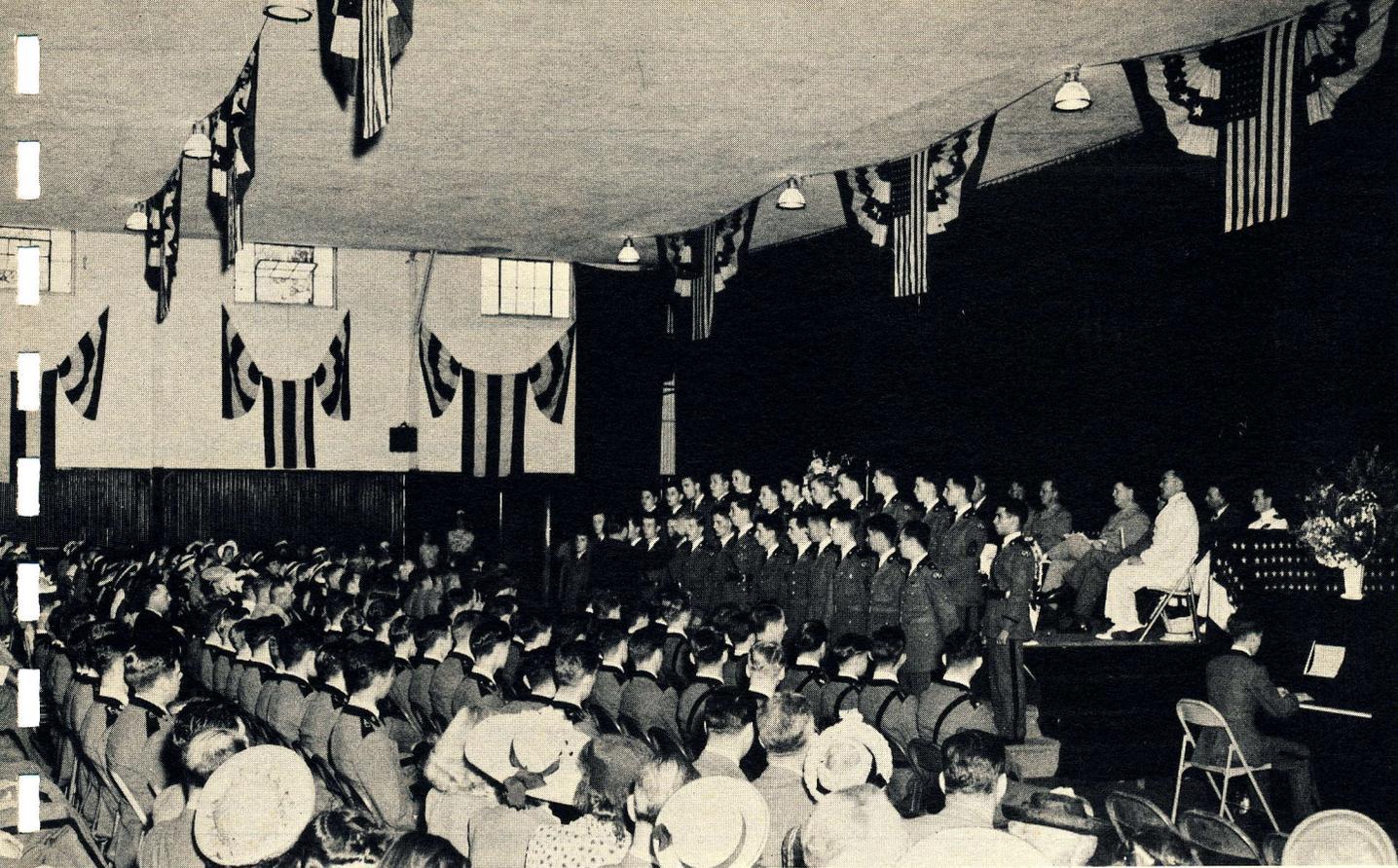
The band practices for one hour daily. Those cadets who take private lessons on band instruments have this work scheduled during school periods. On days they do not have lessons they are allowed this time for practice.

Following Sunday full dress parades, band concerts are given regularly on the school campus where a magnificent band stand has been constructed for this purpose.

GROUP SINGING: The GMA regiment loves to sing, and its members are given every opportunity to enjoy this pastime. Pianos are located in all the dormitories in order that the cadets may sing in their homes. A very important part of the chapel service is the singing of hymns, patriotic songs, and other music adapted to group singing.

ORCHESTRA: The head of the music department organizes a school dance orchestra at the beginning of





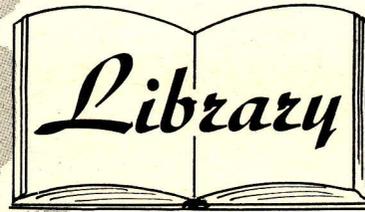
the year which frequently plays at school dances and twice during the year assists in vaudeville programs staged by the cadets for the entertainment of the members of the cadet corps and their parents, the faculty, and friends of the school.

GLEE CLUB: The glee club is limited to forty cadets who are picked from among those who try out. It practices daily under the direction of the music director, who endeavors to teach the members to read music and to sing the part for which their voices are best suited. The glee club sings every Sunday night at the church

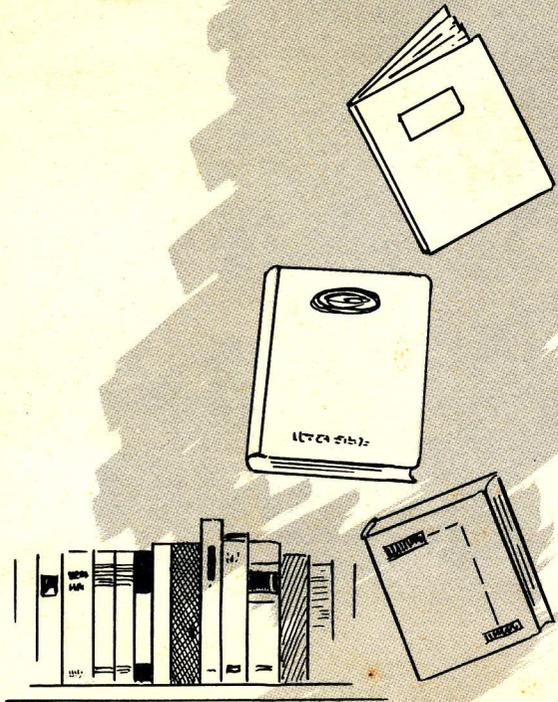
service, gives several concerts during the year, and frequently sings in local churches.

PRIVATE MUSIC LESSONS: Private lessons in piano, violin, voice, and band instruments are available on the campus. Cadets taking private lessons are allowed to practice during vacant periods. Pianos are located in all of the dormitories and there are four pianos in rooms adjoining the room where piano lessons are given. This makes it possible for the piano teacher to see that his pupils practice during the afternoon periods when he is giving lessons.





Library



THE LIBRARY, which contains about ten thousand books, is open every day during the class and recreation periods to cadets who wish to read and use reference books. The leading American periodicals are found on the reading tables. A librarian and teacher of many years of experience, whose entire time is devoted to helping cadets in the use of the library, is in charge. A course of instruction consisting of twelve lessons is offered by the librarian in the use of reference books and the index system used in standard libraries. All Freshmen and Sophomores are required to take this course.

There is a separate department of the library for the use of cadets who are preparing their work for literary societies. The department of the library designed for this work contains the leading debate magazines, the debaters' hand book series, and books containing declamations, biographies, etc. The librarian is ready and willing to assist in this work. The library is enlarged each year by donations from cadets and interested friends of the school.



MEDALS AWARDED *at Commencement*

ACADEMIC AWARDS

1. The Valedictory Medal is awarded to the cadet making the highest average during his junior and senior years.
- *2. Best Essay Medal.....Given by GMA Alumni
3. Best Record in American History—
Given by D. A. R.
4. Best Record in Science.....Given by the Bosch-Lomb Optical Co.
5. Gold Eagle Keys.....Awarded to those who have been on the honor roll 12 times during the year.
6. West Point and Annapolis appointments to the "Honor Graduates."
7. Best Extemporaneous Essay.

MILITARY AWARDS

- *1. Best Cadet Officer.....College Medal
- *2. Best Company during the Year.....Howell Medal
3. Best Company in Competition.....Ellis Medal
4. Best Drilled Cadet.....Determined by competition
5. Best Kept Room.
6. Best Dressed Cadet.
7. Greatest Progress in Military Science—given by the Reserve Officers' Association of Atlanta.
8. Marksmanship medal given to the cadet making the best record on the rifle range.

ATHLETIC AWARDS

1. Most Valuable Athlete.....Given by Col. Brewster
2. Medals to the three cadets making the most points in the annual track meet.
3. Athletic letters to all who make the school teams.

MISCELLANEOUS AWARDS

1. The Master Cadet (mind, body, and soul).
- *2. The Greatest Service.....Gaskins Medal
3. The Highest Moral Excellence.....Townes Medal

*These medals have the Eagle decoration with the diamond setting (retained by the winner) and are awarded to be worn one year and returned.



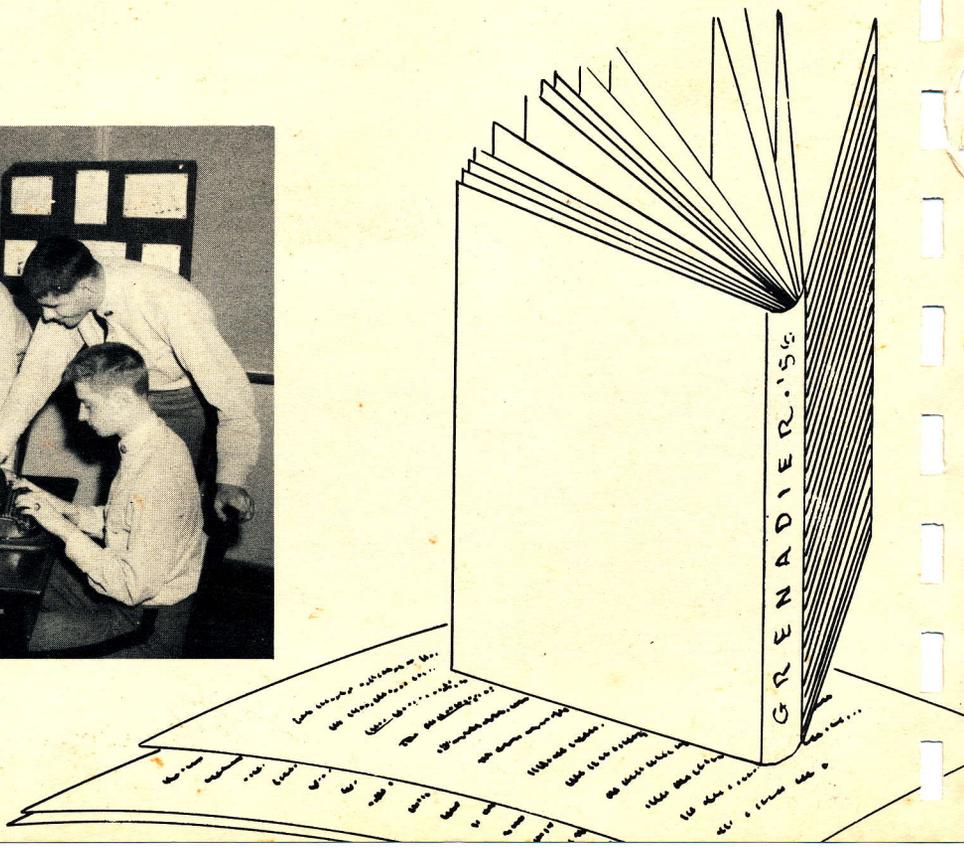


*"The victory of success is half won
when one gains the habit of work."
—BOLTON*

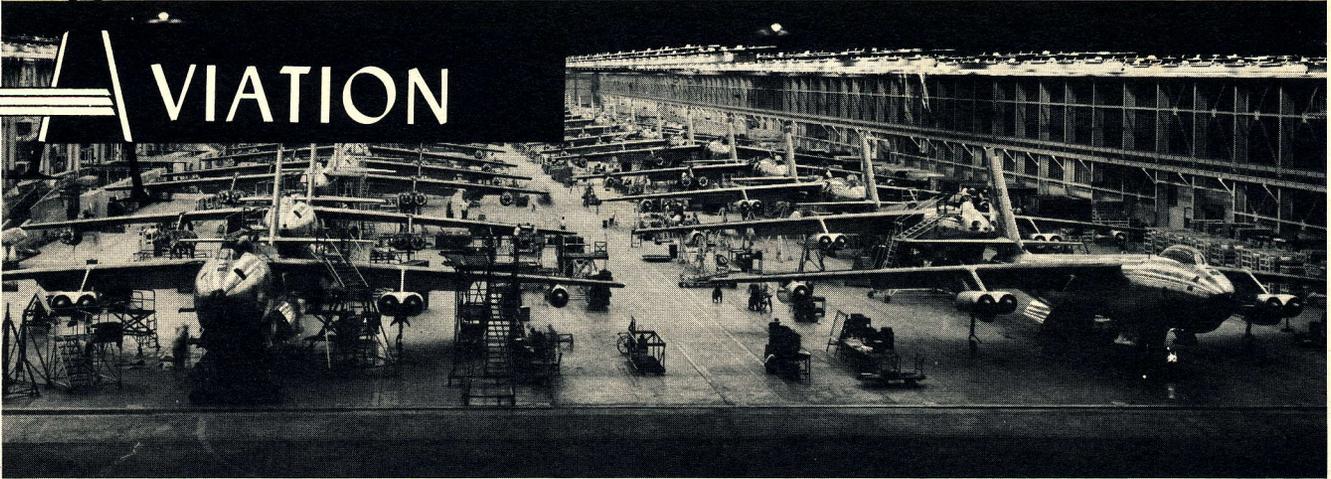
SCHOOL PUBLICATIONS

There are two school publications—the school paper called the GAMILACAD, and the annual called the GRENADIER. The cadets edit these publications and, under the supervision of faculty members, transact all business pertaining to their publication. Work on them is voluntary, but this form of activity is appealing to those who like literary work and who are anticipating a future in the journalistic field. Several times during recent years the paper has won the state prize for being the best paper in the schools of the same classification. Faculty representatives review all articles written by the

cadets and make necessary corrections. The paper is of great value to parents of GMA cadets who receive a copy about once a month because they are able to keep informed through its columns of what is taking place at GMA. Several hundred copies of each issue are distributed to alumni who are thereby enabled to keep up with the progress of their alma mater. The annual is usually ready for distribution the latter part of May. It is prized very highly in later years by those ex-cadets who are anxious to keep up with old acquaintances.



AVIATION



Assembly Lines at Lockheed

GMA is particularly fortunate in being located within a mile and a half of Atlanta's deservedly well-known Municipal Airport, where the students will be able to take flying lessons from the best qualified instructors and under advantageous weather conditions. This airport is recognized as having one of the best landing fields in the Southeast and this, combined with

uniform good weather conditions, makes take-offs and landings less hazardous than in many other sections.

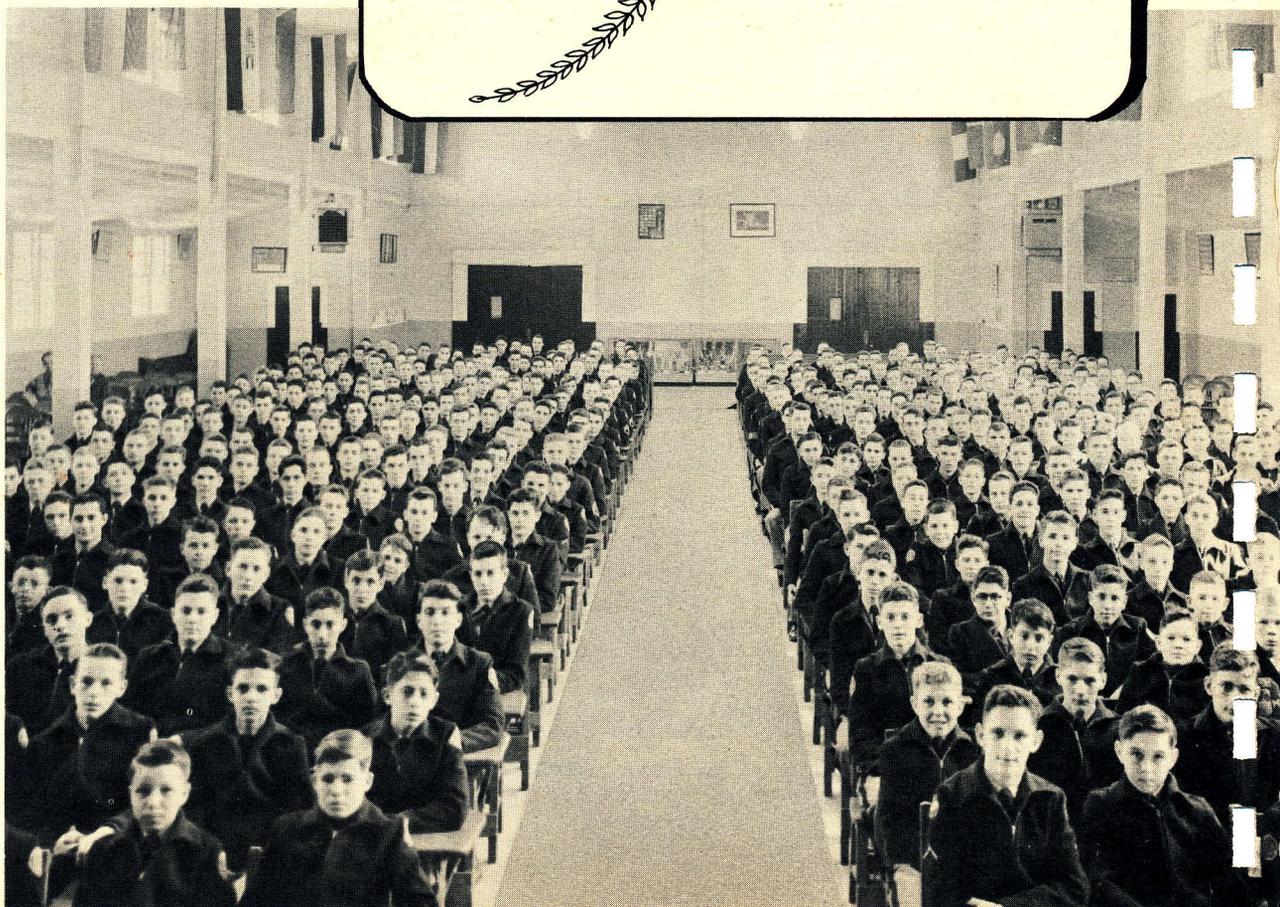
The proximity of the air field makes it possible for GMA cadets to take this course in flying without inconvenience to their regular academic work.



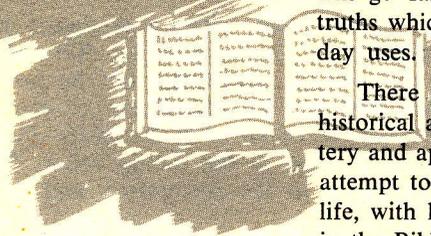
A Section of the Ticket Counter at Atlanta Municipal Airport



THE PRESIDENT addresses the Corps of Cadets about once each week on such subjects as: Good Manners, Health and Personal Purity, Personality Development, Why Go to College, Leadership, How to Study, Guidance Towards Choosing a Profession, etc.



BIBLE •



GEORGIA MILITARY ACADEMY is a non-sectarian school, but we offer a rather general optional course in Bible. The course is free from the teaching of denominational doctrines. Its purpose is to familiarize the students with the life of Christ and other Biblical characters and their philosophy of life. We will seek to show the student how to find in this study the highest values for the practical needs of life.

The intelligent grasp of the fundamentals of the Bible will go far toward furnishing a background of spiritual truths which thus become available for a variety of everyday uses.

There are two tendencies to be avoided: (1) A mere historical and literary study of the Bible, making the mastery and appreciation of the book an end in itself. (2) An attempt to solve the moral and spiritual problems of daily life, with little or no reference to the principles contained in the Bible.

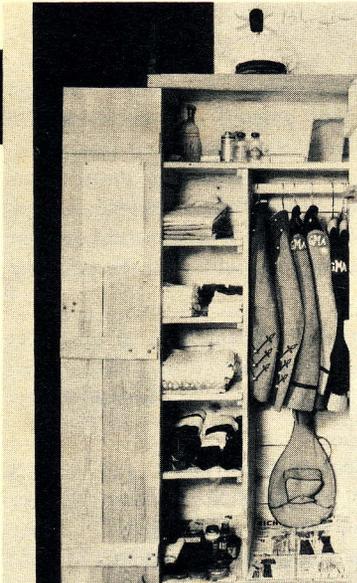
This course will not only be of lasting value to the student, but should be effective in his development. The first half will be used to acquaint him with the times between the testaments, the country, its people, customs, status of the population, etc., of the Land of the Bible. A comprehensive view of the New Testament as a whole will be given. The Old Testament will be used as a background and interpretation for the New. A careful study of the various books by groups of the New Testament will be made. The student will be shown various methods of successful Bible study attractive to laymen, and at least one book will be studied accordingly.

The second part of the course will deal with Bible personality. The Ten Commandments given to Moses will be analyzed. Then the standards of personality given by Jesus will be brought together in comparison. Various methods of discussion will be followed enabling the student to receive the greatest good. The course should conclude with a discovery on the part of the student of the individual traits of character required to make a well-rounded man.

THREE ASSEMBLIES of about forty-five minutes' duration are held each week. The Sunday night assembly is a Vespers Service conducted by the Chaplain. The Glee Club, under the direction of the Director of Music, leads in the singing of hymns and frequently offers special music. The other assemblies are at three o'clock on Mondays and Thursdays. The President of the school is in charge of the programs on these days. The objectives are character and cultural development, guidance, entertainment, and keeping the cadets informed about local, national and international affairs. Cadets are frequently called on to provide music or to debate important questions. Musicians living in Atlanta and those traveling on a circuit frequently appear in concert. Lecturers appear to discuss national and international affairs and to give inspirational talks. An ordained minister, who is a member of the school's Board of Governors, spends a week at the school in January. He gives a short inspirational talk in special assemblies each day during this week. He also spends much time in consultation with individual students. The assembly programs are uplifting, inspirational, informative, and entertaining. A few of the programs which have been presented during the past academic years are: Jack Raymond, nationally famous herpetologist; John Gilmore, well known Atlanta baritone; Colonel Putnam and Colonel Hoover, members of General Doolittle's group which bombed Tokyo; Bob Patton, noted humorous and inspirational lecturer from North Carolina; Dr. Franz Polgar, renowned hypnotist; Miss Nancy Collier, well known ballad singer; and performers from the Atlanta Opera Workshop.

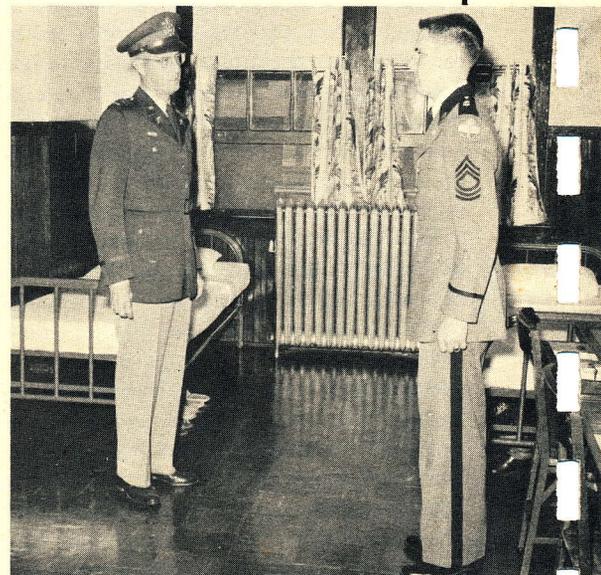
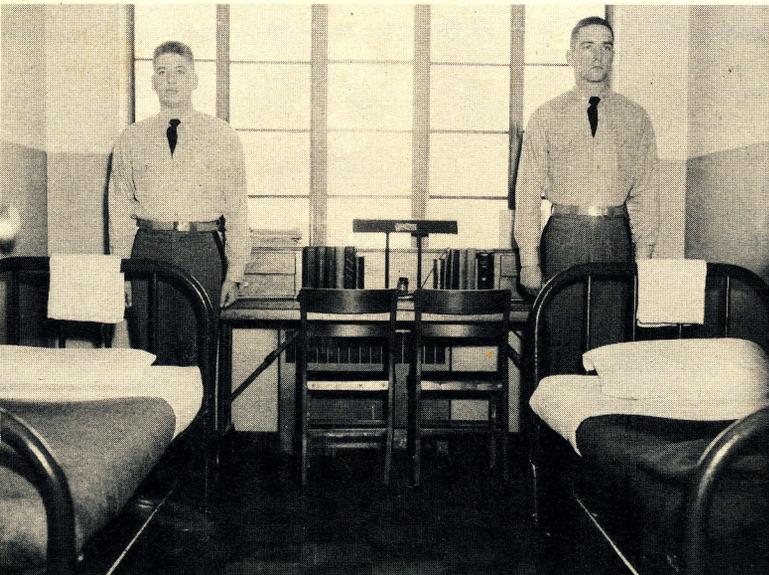
• ASSEMBLIES

HABITATION

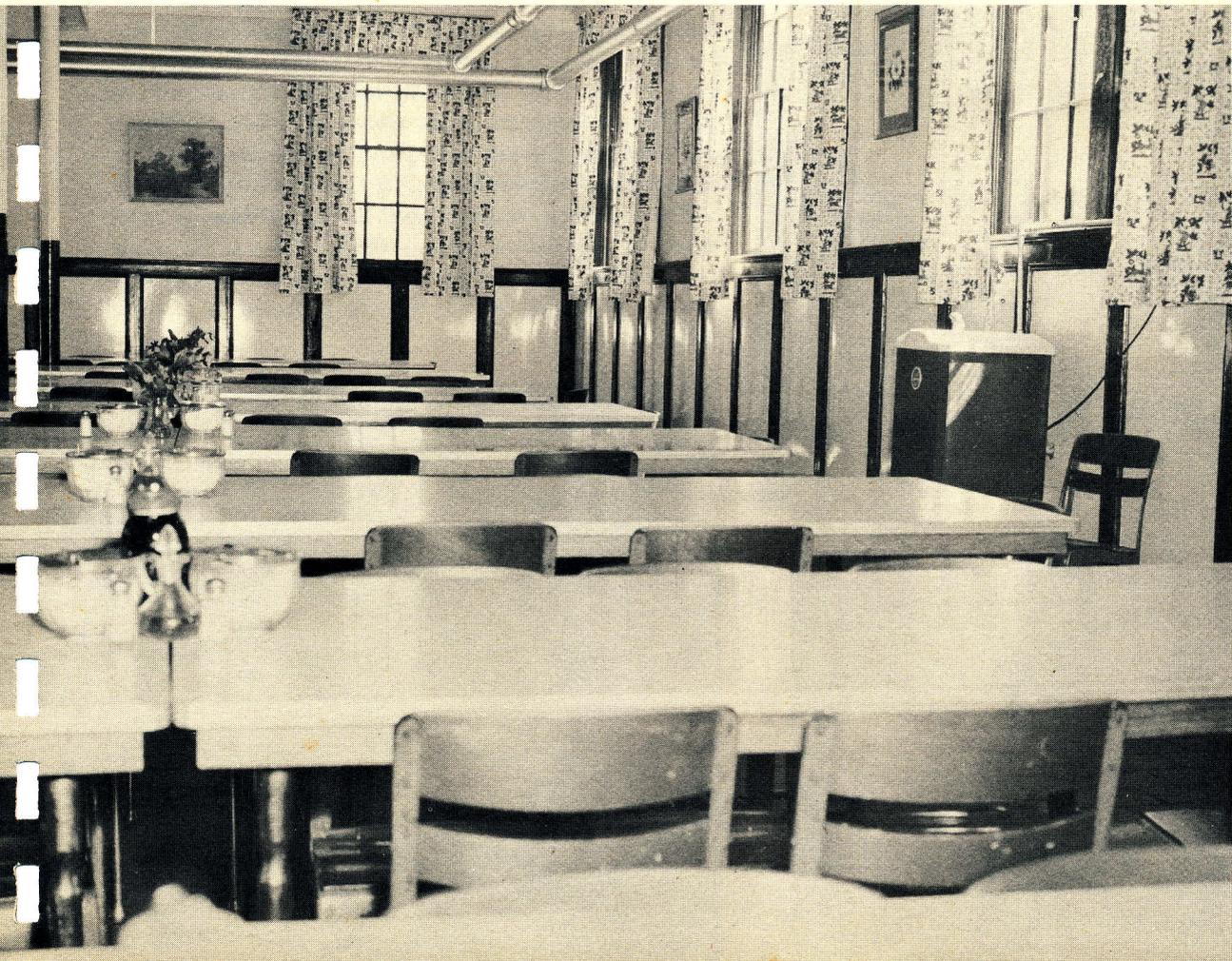


Rooms are equipped with single or double decked beds and individual tables and lockers for each cadet. Most of the rooms have lavatories. Toilets and baths are located on all floors. All rooms are steam heated and lighted. Cadets who desire to do so may supply table lamps, pictures, curtains, and small rugs to be placed near their beds.

The dining room, which is equipped with a tile floor and formica topped tables, is adequate for 500 cadets. A steward, experienced in diatetics, is responsible for the preparation and serving of the food and for the cleanliness of the dining room and kitchen. Teachers and their wives live in the dormitories with the cadets and eat with them in the dining room. This insures a more refined atmosphere in the dormitories and in the dining room.



MESS HALL

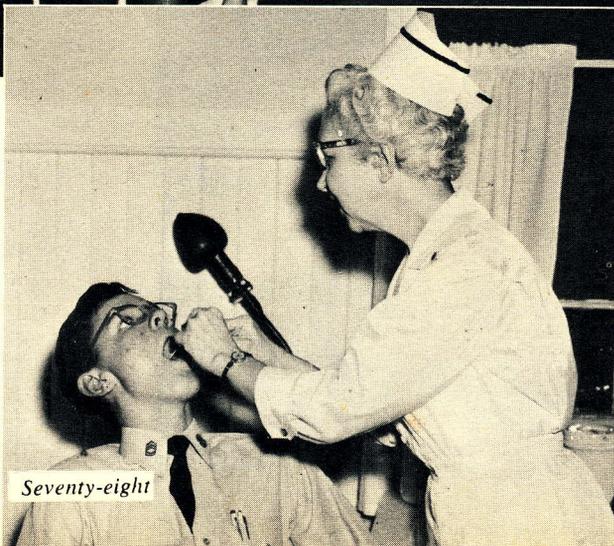
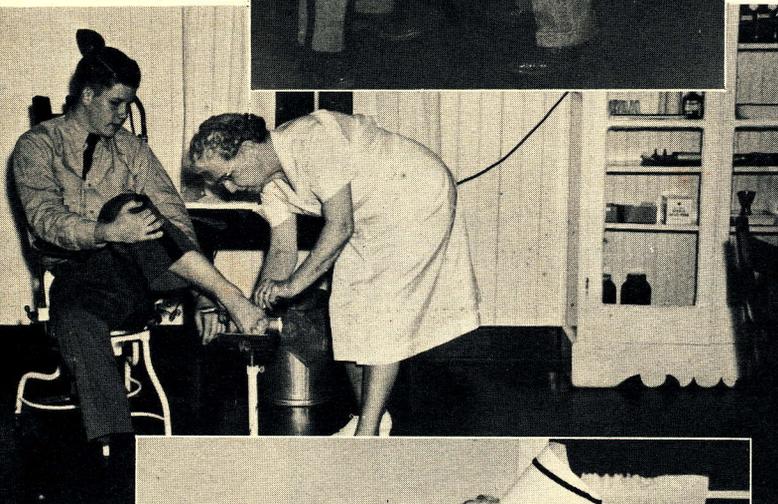
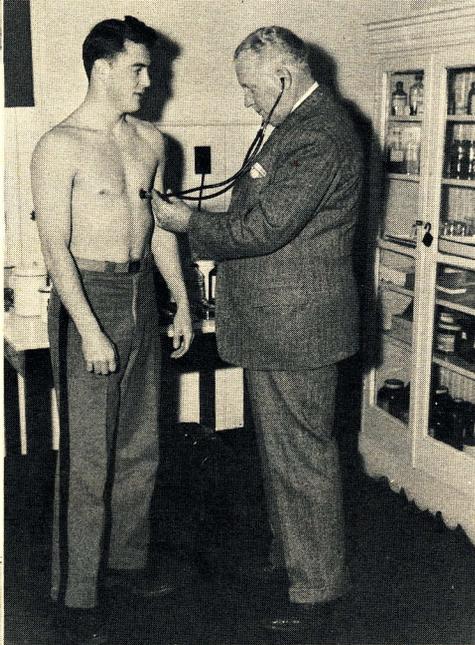




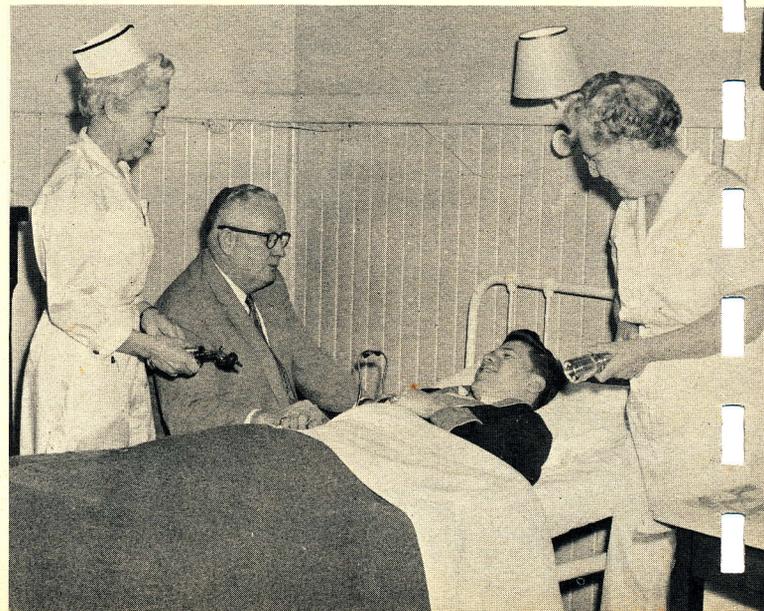
MEDICAL + *Infirmary*

THE INFIRMARY is a new double-apartment, modern, sanitary, beautiful, steam-heated building located apart from all the other buildings. It contains eight sick rooms with connecting toilet, nurse's room, diet kitchen, lounging hall, baths and sun porch, and is used in case of minor illnesses. The building is in charge of a graduate nurse and an assistant, both of long and successful experience who have a motherly interest in boys. Being of two separate sections, the Infirmary may accommodate infectious and non-infectious patients at the same time. A physician meets sick call at 8 o'clock every morning. He diagnoses ailments and prescribes for them.

ATLANTA is one of the leading medical and surgical centers of the United States and our cadets therefore enjoy services available to few other schools. Cadets with serious illnesses or accidents, contagious or infectious diseases, are sent to Atlanta specialists or hospitals for treatment at the expense of the parent. Payment for the services of the school physician at sick call and for all other medical care at the school infirmary, excepting prescriptions, private nurse, and special appliances, is included in the fixed charges. Georgia Military Academy will not assume responsibility for any illness or accident, or medical or hospital bills. If a cadet needs the services of a specialist, extra nurse service, special diet or medicines, parents will be expected to pay the bill.



Seventy-eight



LEAVE *of* ABSENCE



Authorized leave periods are as follows:

Saturday 12 noon to 6 p. m., cadets in the secondary school may visit Atlanta, College Park or East Point.

Sunday 3 p. m. to 6 p. m., cadets in the secondary school may visit College Park or East Point.

Wednesday 4 p. m. to 6 p. m., cadets in the secondary school may visit College Park or East Point.

Sunday dinner permits and Saturday night permits require approval by the Commandant of a written permit filled out and signed by the cadet.

Cadets are not permitted to leave school to spend the night except with parents, married brothers, sisters, uncles and aunts, and then only at our discretion on Saturday nights. To be granted this privilege, a cadet must have filed with the Commandant written permission from his parents. Cadets who are granted this weekend leave at the request of their parents may be denied the privilege if their grades are low or conduct is unsatisfactory. A cadet once awarded a special punishment for a serious infraction of school rules or for ungentlemanly conduct will not be granted the overnight permit during the remainder of the school year.

Boarding cadets who do not qualify for the regular week-end leave of absence are permitted one week-end leave each semester, beginning at 4 p. m. on Friday and ending at 6 p. m. on Sunday, provided they are in good standing.

Cadets are not permitted to leave school to go on week-end leaves on Friday except in case of sickness or

some other necessary reason; and for the benefit of all concerned, it is best for parents not to request a violation of this rule. Cadets whose conduct is satisfactory may be permitted to take Sunday dinner with friends of the family in College Park or Atlanta provided the invitation is extended over the phone or in writing to the Commandant. All requests for leaves or dinner permits should be made directly to the Commandant and not through the cadet. Parents who live away from College Park or Atlanta and who may be passing through Atlanta and desire to have their sons with them for dinner or overnight are requested to notify the Commandant of their desire so that arrangements can be made for the preparation of the next day's school work before the permit is granted.

Parents whose sons are restricted for studies or discipline are requested not to ask for their leave during the period of confinement. To grant such a request would nullify the effectiveness of confinement; therefore, only in the case of sickness or other emergencies will the permit be approved.

Cadets are not permitted to spend the night with friends, except those relatives previously mentioned, at any time during the school year except during the Christmas and Spring Holidays. Cadet hops are held about once each month, and since we have no control of dances off the campus, we do not allow cadets to attend dances or parties away from the school grounds. Cadets who are granted week-end leaves or Sunday permits are expected to return in time for Sunday parade if there is one scheduled; otherwise they are due to return at supper formation. Cadets on leave are subject to all school regulations.



A few IMPORTANT REGULATIONS

Some of the things which cadets of GMA are required to do:

- (a) **Tell the truth.**
- (b) **Lead a clean life.**

- (c) **Make an earnest effort.**
- (d) **Be just and fair.**
- (e) **Be a gentleman.**

1. Smoking is earnestly discouraged in Georgia Military Academy, but we do not believe that legislation will stop a habit already acquired. We therefore permit cadets to smoke in their rooms only during recreation hours provided they have written permission from their parents or guardian. They are punished if they are found smoking on the streets or in public places off the campus.

2. Cadets with venereal infection or guilty of sexual immorality will not be retained in the academy, and no deductions will be made from the regular charges if one is sent home for this reason.

3. Cadets are responsible for breakage, damage, or loss of school or government property and must pay for same.

4. Cadets are not permitted to run charge accounts at the cadet store or bookstore without written permission from their parents.

5. Cadet officers and non-commissioned officers are expected to deport themselves in an exemplary way and to exercise manly influences at all times. Any officer or non-commissioned officer found disloyal, inefficient, derelict in his duties, or guilty of infractions of regulations may be reduced to ranks.

6. Hazing is forbidden, and old cadets found guilty of this offense may be dismissed from school.

7. Day students found guilty of playing truant may be dismissed.

8. Cadets found guilty of stealing will be dismissed.

9. The drinking of or bringing into the school campus, or having in possession alcoholic beverages is

strictly forbidden, and cadets found guilty of violating this rule may be dismissed from school.

10. Cadets are sometimes confined to the campus for disciplinary purposes and for lack of effort in their studies. A cadet placed in confinement is on his honor not to leave until he has been properly released from this confinement. Cadets who wilfully break confinement may be dismissed from school.

11. Attendance at all prescribed duties is a fundamental requirement. Absence is subversive to the purpose for which cadets attend school. Absence without leave is a major offense for which the penalty may be dismissal.

12. Gambling or betting or the possession of devices used for same is strictly forbidden, and offenders will be punished.

13. Selling, pawning, or exchanging of personal effects is forbidden and violators will be punished.

14. The possession or use on the campus of firearms or explosives by cadets is forbidden.

15. It is against the school rules for a cadet to join an oath-bound or secret organization.

16. The reading or possession of improper literature and the use of profane or obscene language are a violation of school regulations and offenders will be punished.

17. Cadets guilty of organizing a group violation of or protest against school rules or decisions of school authorities will be severely punished.

NOTE: Cadets too young to realize the seriousness of some of the above offenses are given special consideration.

PHYSICAL EDUCATION

THE U. S. WAR DEPARTMENT found, during the World War when our young men were being enrolled in the army and navy, that about thirty per cent of them were physically unfit for service. This was a sad commentary on the service of our schools and if it is not corrected we shall see the physical status of American manhood deteriorate and decay.

PHYSICAL EXAMINATION AND PERSONAL CHART:

During the first few days of school all cadets are given a physical examination. A complete chart is made, showing the measurements of biceps, fore-arms, shoulders, reach, chest expansion, weight, vision, heart action, and general physical condition except for internal disorders. Defects are carefully noted and parents are furnished copies of these records in order that they may understand their son's needs and observe results at the end of the year.

METHODS: Four general methods are followed in bringing our cadets through the years of growth into the perfection of physical manhood: (1) corrective physical work in our gymnasium; (2) organized play; (3) well-coached athletics; (4) military training.

TRAINING IN THE GYMNASIUM: All cadets in the senior school are required to attend gym classes for one period each day. An expert gym teacher directs this work. Every effort is made to correct physical defects, to help cadets acquire strength, coordination, and a fine posture. The gym program includes instruction in swimming to non-swimmers as well as instruction on apparatus and in tumbling. By intelligently coordinating the gym training with the organized play activities which include nearly all sports, we are usually able to bring about the desired objectives.

One of the highlights of the year is the Annual Gym Show which is evidence of the fine training in gymnastics, posture development, coordination and of the development of strength.

INTRA-MURAL RECREATIONAL PROGRAM: The aim of the program of physical education as conducted by Georgia Military Academy is, namely, education in leisure, organic development, and social adjustment. Inter-scholastic athletics as well as the sports and games of adult life have long been praised for their vigor and benefit to the participant. The intra-mural program for boys brings to them the wholesome benefits of vigorous



The Coaching Staff

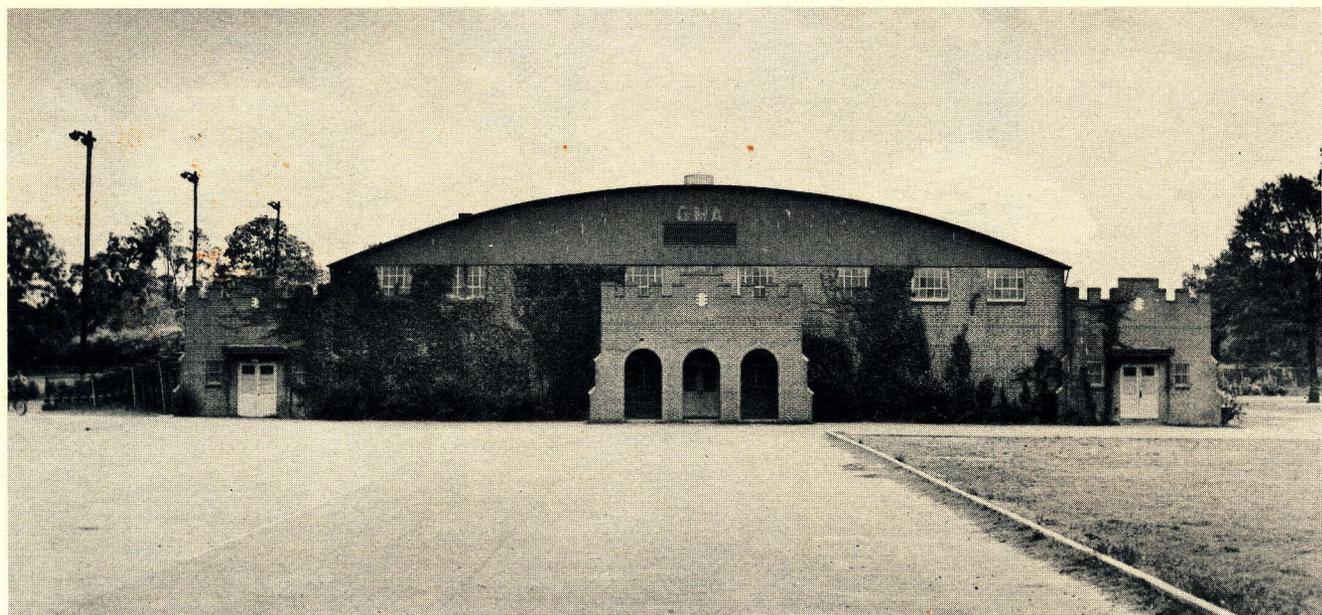


competition and permits the great mass of students to enjoy the benefits hitherto known only to the "varsity" athlete. The departments of physical education and intra-mural athletics function as separate units; nevertheless they are correlated in personnel and aims. The following are the most important objectives of the program:

RECREATION: In order to insure the employment of the cadet's time in a wholesome manner, he is provided

the facilities, instructed in the rules and manner of play, and encouraged to participate in games, neither from a sense of duty nor in order to be physically benefited, but in order to enjoy actual participation in the various sports.

BETTER HEALTH: Improved health is considered to be more or less a by-product of exercise and athletic activity. Cadets do not consciously take part in the athletic program to improve their health, but the regular exer-





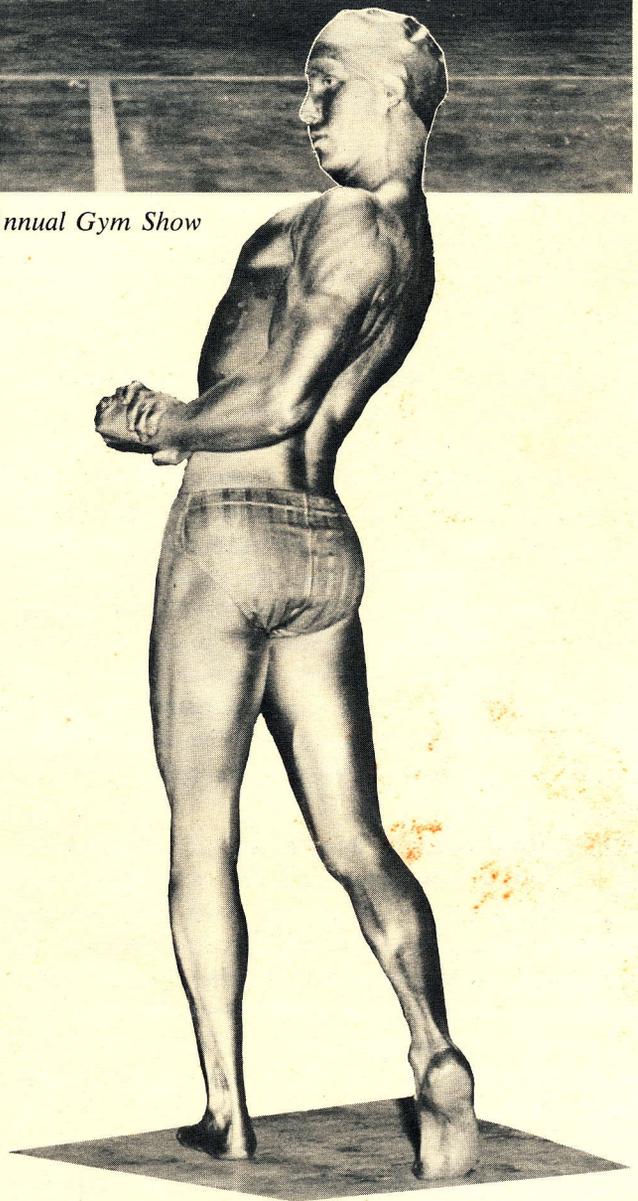
Silhouettes at the Annual Gym Show

cise and the temperate living occasioned by training for competition have a definite physiological value.

SOCIAL CONTACTS: The opportunity to become well acquainted with cadets of the same age and interests is considered by many as one of the most valuable experiences gained in school. The true character of a person is revealed in a hard-fought game and the friendships formed on the athletic field are likely to be permanent.

CHARACTER TRAINING: Directors of Physical Education are convinced of the character building values of athletic competition. Psychologists agree, also, that the opportunities for learning the value of cooperation, tenacity of purpose, subordination of self interest to that of the group, loyalty, etc., are perhaps more abundant in athletic competition than elsewhere in life, and that these character traits when presented and inculcated as ideals of conduct may be transferred to other conditions of life. Under good leadership and proper standards of intra-mural competition there is assuredly character training value in competitive athletics.

PHYSICAL EFFICIENCY: The acquirement of skills and the development of strength and endurance are very





definite values and are a valuable asset throughout life. Neuro-muscular co-ordination gives poise, agility, confident control of one's movement and self-assurance to those who possess it.

KNOWLEDGE OF SPORTS: A student in athletics or physical education is always learning from the time he elects his first physical education activity in the required program of physical education through the last intramural game in which he participates. He must be familiar with the rules of the games in which he plays, know at least something about the various systems of play, and the formations that have been used and the strong and weak points of each, and be able to formulate in his mind the situations in which each play or formation will likely be the most successful. To employ this knowledge to advantage his decisions must be made quickly and acted upon by him with speed.

PERMANENT INTEREST IN SPORTS: The values ascribed to exercise and athletic activity are of little value unless the exercise is taken with some regularity and continued over a period of time. To do a student the most good, a physical education program must instill in him an interest in the sport or activity in which he is being instructed and make him want to continue playing in the sport, not only through school but in the later years as well.

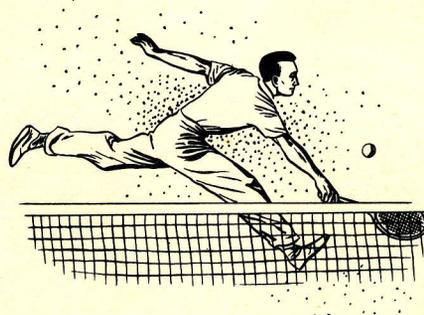
A CADET'S TIME FOR SPORTS IS LIMITED: The period for play and athletic activities is from 4 to 6 p. m. Var-

sity teams are also limited to this period for practice because the other part of the day is taken up with academic and military duties. This time is sufficient for play and physical development and is not so long that a cadet may become too tired to study at night.

During football season, when the temperature is warm, the varsity football squad goes to afternoon study hall and practices after supper on our lighted field. After practice the boys go immediately to bed. This is a decided advantage to the players because they don't have to study after they are worn out from practice.

REGULATION GOVERNING MEMBERS OF VARSITY TEAMS: The school reserves the right to take cadets off varsity athletic squads who are not producing satisfactory results in their classes or whose conduct records are not satisfactory. A cadet who has been removed from a squad for one of the above reasons will not be permitted to make any of the trips with his team during the period he is under suspension.

The human body is the house in which we live, the instrument by which we serve, and the engine that pulls the load of life up-hill and puts on the brakes down-hill.





GMA *Designated an Honor School Thirty Times*

HONOR SCHOOL: Every year each Army Area Commander appoints a team of officers for the purpose of conducting an inspection of each R.O.T.C. School. The inspection team evaluates the physical facilities of each school and the military proficiency of the R.O.T.C. students. Schools meeting the required standards are designated by the Secretary of Army as Military School Honor R.O.T.C. Units.

HONOR GRADUATES: A graduate of an institution whose R.O.T.C. unit has been awarded the rating of "Honor School" may be designated as an "Honor Graduate" by the concerted action of the head of the school and the PMS&T. The top third of the senior graduating class may be designated; however, only three of the Honor Graduates may take the U. S. Military Academy entrance examination and three may take the U. S. Naval Academy entrance examination. Further minimum criteria which must be met are as follows:

a. Graduate during the school year in which the Honor Rating is earned.

b. Have been a member of the R.O.T.C. for at least two years. (May be nominated during his second year if all requirements are fulfilled by graduation).

c. Must have shown proficiency in not less than 15 units in subjects prescribed by the Academies concerned.

d. Have graduated within the upper third of his class in academic standing.

e. Have demonstrated outstanding qualities of leadership, character, and aptitude for military service.

f. Must be a citizen of the United States.

ENTRANCE EXAMS: The mental examinations for West Point are administered by the College Entrance Examination Board and they consist of the College Board Scholastic Aptitude Test and the College Board achievement tests in Intermediate Mathematics and in English Composition. A physical examination and physical aptitude test must also be passed.



GMA Cadets join in Honor Guard Ceremonies for Secretary of the Army Frank Pace when he visited Fort McPherson.

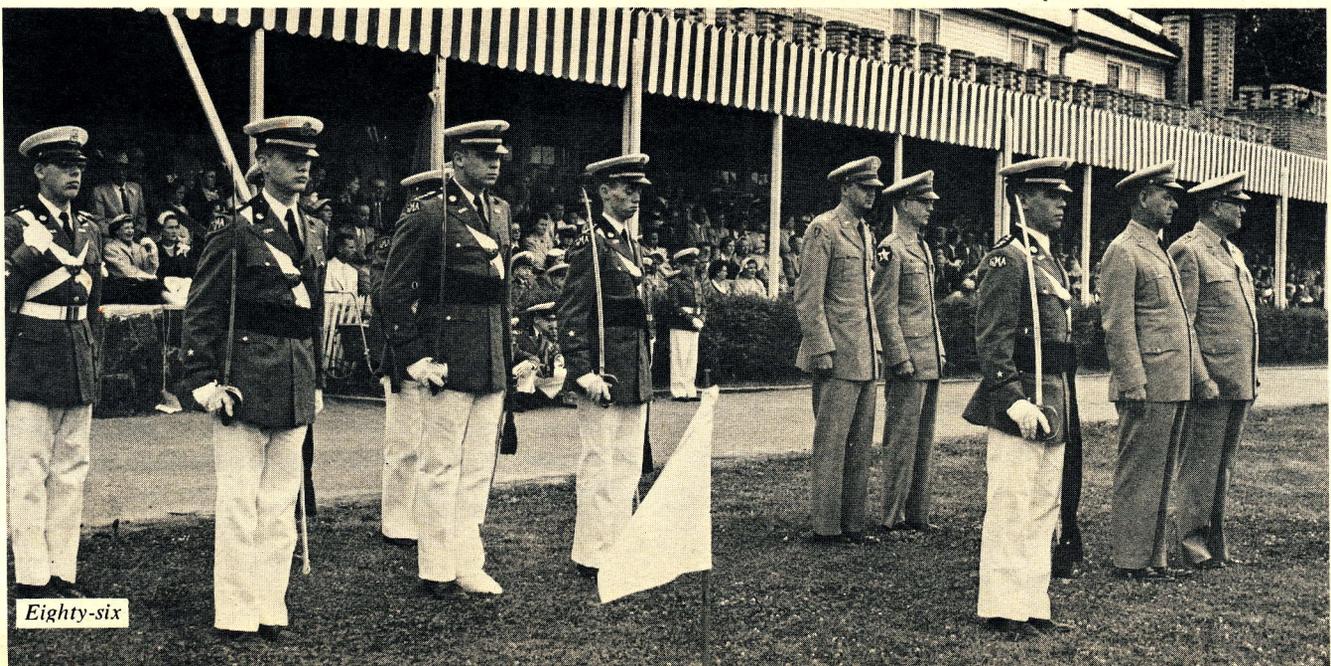
The mental examinations for Annapolis are prepared and administered by the U. S. Naval Academy. The substantiating examination consists of examinations in Mathematics and in English Literature and Composition. The student who does not have a unit credit in American History must also meet the mental requirements in this subject. These examinations are usually administered in Atlanta the last week in March. Physical qualifications must be met by each applicant.

Students taking entrance examinations for the U. S. Air Force Academy and the U. S. Merchant Marine

Academy must have a Congressional appointment. The mental requirements for entrance to these Academies are similar to those for West Point and Annapolis.

All qualified seniors who are interested in the national academies are urged to take the competitive examinations for entrance to the United States Coast Guard Academy and the Naval R.O.T.C. examinations. Political appointments are not required of applicants who want to take these examinations and the winners are selected as the results of mental and physical qualifications, and as the result of a personal interview.

Lt. General Edward T. Williams reviews the GMA Cadet Corps.



WHY MILITARY TRAINING?

DR. FRANK CRANE SAID: "I saw some raw recruits last summer at one of the cantonments being put through their drill. I am not a military man, but I wish that every human in the nation could have some such discipline, till the self-pity and the bitterness, and the bloom of the mulligrubs were cleaned out.

"Discipline! That's what your poet with a stomachache, and your idler with an excuse, and your child that's a nuisance, and your scolding parson, and your lackadaisical Miss, and your trifling young man, and all the other rots and spots of humanity need.

"It was unfair to discipline only those few million young men that we sent or prepared to send to the war. Won't somebody now draft the rest of us and put us through a course of sprouts, and do something to help our white livers?

"For there is no joy, no triumph of life, no health, no goodness of heart nor zest of spirit, without discipline."

PRESIDENT HARRISON SAID: "It is good in every respect—good for the boys, good for the school, and good for the country. A free, erect, graceful carriage of the body is an acquisition and a delight. It has a value in commerce as well as in war.

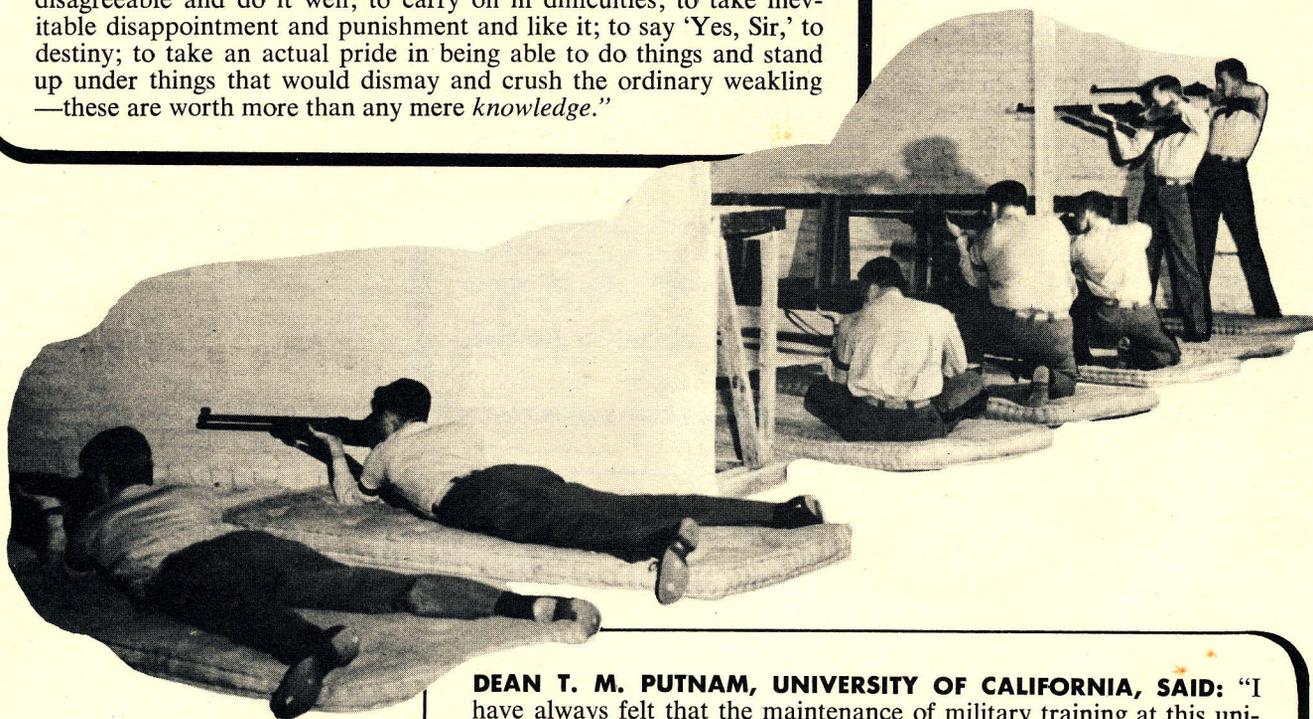
"Military drill develops the whole man—head, chest, arms and legs—proportionately. It teaches quickness of eye and ear, hand and foot, qualifies men to step and act in unison, teaches subordination; and best of all, it qualifies a man to serve his country.

"What the man and citizen ought to know in order fully to discharge his duty to his country should be imparted to the boy."

Cadet Officers



D. JEAN RECOCHET BOYD SAID: "The older I grow the more I am coming to believe that submission to discipline and, above all, to self-discipline, is the most valuable quality a person can possess. The ability to roll out of a warm bed at six o'clock in the morning and do it decisively and cheerfully; to keep things rigidly in order; to do the disagreeable and do it well; to carry on in difficulties; to take inevitable disappointment and punishment and like it; to say 'Yes, Sir,' to destiny; to take an actual pride in being able to do things and stand up under things that would dismay and crush the ordinary weakling—these are worth more than any mere *knowledge*."



DEAN T. M. PUTNAM, UNIVERSITY OF CALIFORNIA, SAID: "I have always felt that the maintenance of military training at this university has had a good effect upon the men of the two lower classes, not so much perhaps for this military instruction given them as for the discipline in the receiving and giving of orders and having to execute them promptly, and in teaching them the avoidance of slovenliness of carriage and dress. It is perhaps the one course in the University that exacts promptness and accuracy in carrying out all its requirements."





A Cadet Answers Delinquencies

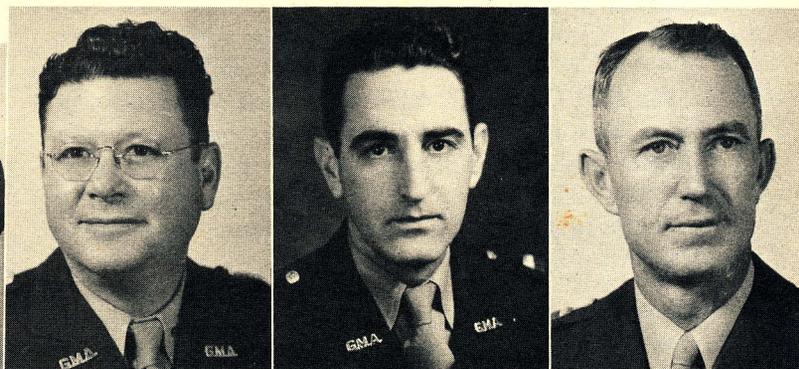
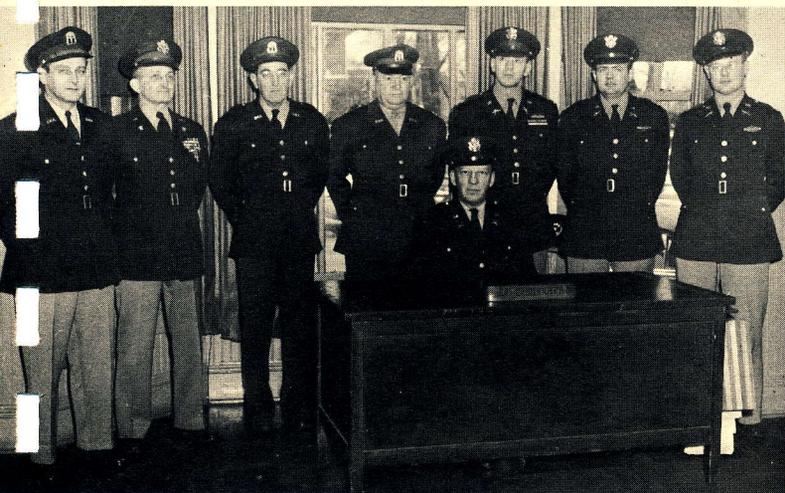
DISCIPLINE

encouraged to talk freely with their teachers, whose desire it is to help them. GMA authorities endeavor, as would parents, to lead cadets into the proper mental and moral attitudes. Character is developed through discipline.

DISCIPLINE is fundamental in any efficient organization. It must begin with the self-discipline of the individual in order that he may bear a part of the collective discipline of the whole organization. It should not be limited to one of its narrower and frequently erroneous synonyms—punishment—although this is a part of it. At GMA discipline results from the willing and complete dedication of the cadets to their obligations, which are: (1) To be a gentleman; (2) To obey the rules and regulations. Discipline flows from the basic military virtues of obedience, loyalty, honor, courage, courtesy, military bearing and leadership. It does not by any means preclude the kindly consideration of the individual but it necessitates the elimination from the corps of cadets of those individuals who show that they are not amenable to discipline. Cadets when in trouble are

The commandant and his staff are responsible for the care and cleanliness of the campus and the dormitories and for the enforcement of school rules and regulations. The department has charge of all formations, the granting of all permits, the inspection of cadet rooms, the checking up on all absentees. The teachers assigned to this department take their turn on duty as teacher in charge. All of them have had many years of experience in dealing with young men. They are firm, fair, and patient in their dealings with cadets but will not compromise with one who has wilfully violated the regulations. The department publishes a delinquency list daily which is posted on several bulletin boards. By examining the bulletin board cadets can see the reports recorded against them and the number of demerits assigned each offense. If a cadet's name appears beside a report which is a mistake or if he thinks he has a satisfactory excuse he may report to the commandant and offer his explanation. If the commandant thinks that the report is a mistake or if he thinks the cadet's explan-

The Commandants Staff



The Discipline Committee



The Annual Military Ball

ation is satisfactory, the report is removed. If the commandant does not think the explanation is a good one he tries to explain to the cadet why his excuse is not good.

The commandant and his staff award punishment for most violations of school regulations. The more serious offenders are referred to the Discipline Committee, which is appointed by the Board of Governors, for trying and awarding punishment. Cadets may appeal the decision of the commandant to the president. The action of the Discipline Committee is final.

GMA IS DEMOCRATIC: All cadets live under the same code of rules and regulations. They wear the same uniforms, eat the same food, perform the same duties, and get the same number of demerits for careless offenses. **WE DO NOT ALLOW FRATERNITIES OR OTHER SECRET ORGANIZATIONS** because we feel that they are detrimental to the spirit of the school and sometimes might result in cadets secretly plotting to violate school rules. No boy's pride can be injured because of failure to get a bid if there are no secret organizations for him to join.

GMA DEVELOPS LEADERSHIP: Every ambitious boy and young man aspires to leadership, and his ambition

has to be strengthened and made to develop and bear fruit. All boys pass through the period of awkwardness with certain attendant handicaps. Some are timid or sensitive and need to become self-reliant; others are unable to take initiative or combat wrong suggestions; some lack a sense of responsibility or courage to face real tasks; others have little control of will or respect for constituted authority; some have feeble concentration of mind and effort or real "sticking" powers; others lack the power to combat doubt or master fear; some have little calmness and poise in action or control of temper; others lack self-mastery or the fixing of correct objectives.

The GMA cadet overcomes these handicaps as he passes from the new experiences of his first year up through the grades of training, perhaps serving as corporal, sergeant, lieutenant, captain or major, all the while learning to obey and thus gaining experience and power to command.

Military training at GMA helps boys to overcome careless ways because slovenly performance is not tolerated, and the cadet who is continually neglectful of his duties soon learns that his recreation time is largely taken with extra duty when he gets too many demerits.

It is seldom that an old cadet spends the hours on the extra duty squad that are spent by the careless type of new cadet. They have learned the uselessness of too many demerits. In other words they have become more attentive to their duties.

At graduation these erstwhile timid, slender, awkward lads come forward to receive their diplomas, and honors—real leaders, with firm, elastic step, erect heads, square shoulders resting upon deep chests, graceful, finely developed bodies, quickened, accurate mental powers, with expressive eyes, open manly faces, attentive ears, and clearly modulated voices. They are complete answers to parental hopes and prayers, the embodiment of truth, honor, purpose, and ability to fulfill all requirements of citizenship and every pound and inch a man.

ERRONEOUS IMPRESSIONS: Occasionally a parent is found who associates with the military school two very erroneous ideas, viz: (1) that such schools are militaristic in spirit and principle; and (2) that they are attended by boys who are incorrigible. These are grievous errors. Military training is not just fitting a man for fighting wars. On the contrary, it is training for the battle of life. A successful business man is a successful fighter. The principles are the same, the weapons are different. One fights with cannon, machine guns, rifles,

and grenades. The other fights with stores, automobiles, real estate, and newspapers, seeking to make a profit.

Military schools discourage war. Every day begins with the raising of "Old Glory," our noblest symbol of citizenship, and sunset assembles the cadet corps to salute this flag as it comes gently down from its day of sentinel duty, reminding young Americans of their glorious birthright as citizens. Citizenship then—citizenship in the loftiest sense of training—is the principal aim of our schools. GMA is in no sense a reformatory, but is a school in which every hour of the day is filled with orderly procedure, regularity of habit, and the performance of duties, application in academic studies, and development of strong, healthy bodies.

GMA IS A JUNIOR R.O.T.C. UNIT. Realizing that any future emergency army must have Reserve Officers, Congress enacted the National Defense Act of June 3, 1916, creating in leading colleges, military institutions and public high schools, Reserve Officers' Training Corps. The primary object of establishing units of the Reserve Officers' Training Corps is to qualify students by systematic standards and methods of training at civil educational institutions for reserve officers.

It is the policy of the United States to depend largely upon a civilian army, hence the demand for



trained officers who can step forward in time of emergency as commanders of this large civilian mobilization.

Those cadets who complete the required amount of the Junior R.O.T.C. Program in an essentially military secondary school like GMA are given advanced standing in military if they attend a college offering the Senior R.O.T.C. Program.

MILITARY COURSES: The courses offered at GMA are those prescribed by the Department of Army for essentially military secondary schools. They require R.O.T.C. students to spend approximately five hours each week undergoing practical and theoretical military training.

A standard R.O.T.C. textbook, lent to the student without charge by the Army, is used in the theoretical work, which is different for each of the four years that a cadet may take the subject. One-half credit is allowed toward a GMA diploma for one year's work or one full credit for two or more years' work successfully done. These courses are equivalent to literary courses such as history, commercial law, economics, etc., where the same time is devoted to the latter courses as is devoted to military science. The drill periods for practical work are devoted to leadership, drill, and exercises of command, physical training methods, individual weapons, and marksmanship. All cadets who have reached their fourteenth birthday and who are American citizens and are physically qualified are enrolled in the R.O.T.C.

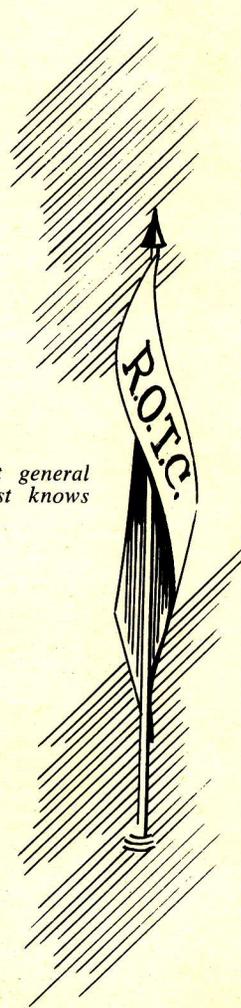
INSTRUCTOR PERSONNEL: The Department of the Army has assigned three officers and four sergeants to GMA, who perform duties connected with military instruction, military administration, supply, and maintenance of military equipment. They are, in every sense, members of the GMA faculty.

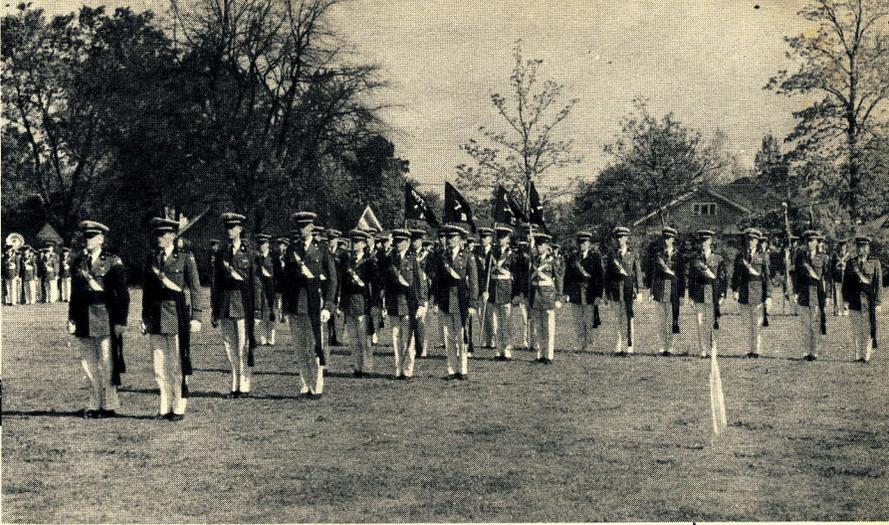
GUARD DUTY: A guard detail consisting of one faculty member, called the Teacher in Charge; one cadet officer, called the Officer of the Day; two non-commissioned officers of the guard, and two privates of the guard are on duty each day. They do not walk post, but are charged with meeting, and taking reports at all formations, the sounding of bugle calls, meeting and serving all visitors, answering telephones, running errands, and enforcing all rules and regulations during their tour of duty.

SEMI-MILITARY SCHOOL: To strive for perfection in whatever you do is one of the principles of character development that we try to inculcate in every cadet. We

believe that military training, in order to be most effective, should be thorough. Schools that pay little attention to the salute, military bearing and courtesy, the wearing of the uniform; whose inspections are not thorough; and who do not strive to perfect their drills are doing their cadets an injustice because they are being permitted to get by with slovenly performance and are thereby cultivating a very bad habit. It is our opinion that military training and academic work go hand in hand. Neither should be allowed to be a detriment to the other, but on the contrary, their work should be so correlated that each will play an important part in the development of the boy. Our daily program provides for an average of one hour of theoretical and practical military training. Our military instructors are experts in their field of work and strive just as hard to perfect pupils in soldierly habits and drills as the academic teachers do in their studies. In many semi-military schools, the students are as well qualified in soldierly performance as are the instructors. Some schools lead people to believe that military training interferes with academic work. Book training develops people to think and act; but if proper military training is combined with book training, they are taught to think and act correctly.

"My son Hannibal will be a great general because, of all my soldiers, he best knows how to obey."—HAMILCAR.





The A. N. Marquis Company

PUBLISHERS OF "WHO'S WHO IN AMERICA"

MARQUIS PUBLICATIONS

March 5, 1956

Col. W. R. Brewster, Superintendent
Georgia Military Academy
College Park, Georgia

Dear Col. Brewster:

You may be interested to know that Georgia Military Academy is one of the institutions included among the top 100 secondary schools of the nation referred to in the bulletin Private School Graduates in Who's Who in America. As a matter of fact, you rank 56th in the nation, thus placing you almost among the first 50 schools.

Only two other private schools in the South, both of which are older, have a greater number of graduates in Who's Who.

Georgia Military Academy graduates chances of making Who's Who are twelve times those of the average public high school student, according to the chart on page 3 of the above mentioned bulletin.

In this survey of private schools it was also brought out that the private preparatory military schools, making up only 12% of all private schools mentioned, account for 62% of the nation's top echelon armed service officers as determined by Who's Who listings.

I think the above is something concerning which your faculty, your student body and your patrons can well be proud. Please feel free to use the information in any way that you deem appropriate.

Sincerely yours,

Arthur E. Nealy
Educational Director



Cadet Mike Cotton is no Robert E. Lee Prewitt (*From Here to Eternity*) on the bugle, but he can make a noise: "Man, ah 'most blew mah brains out!"

a military man of varied talents is...

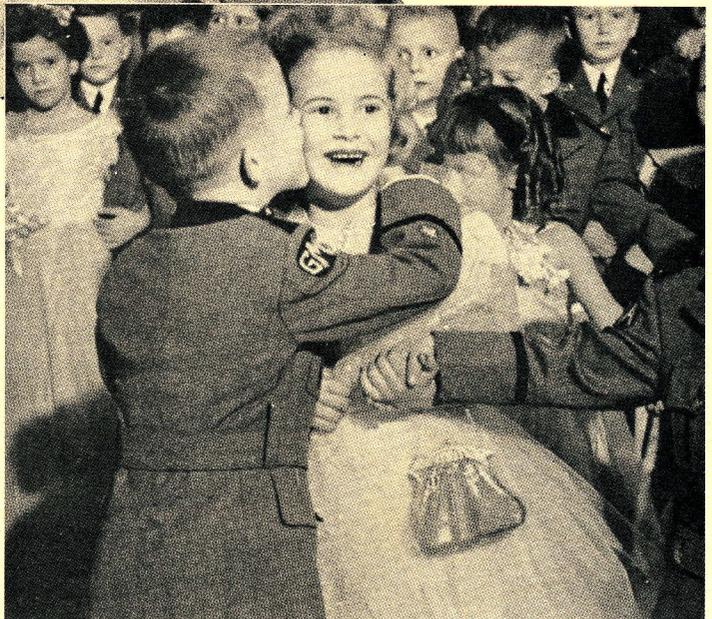
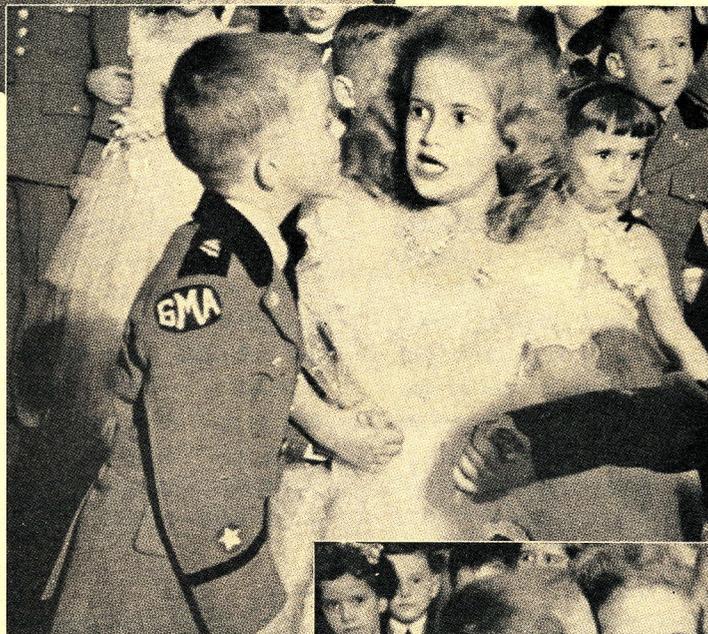
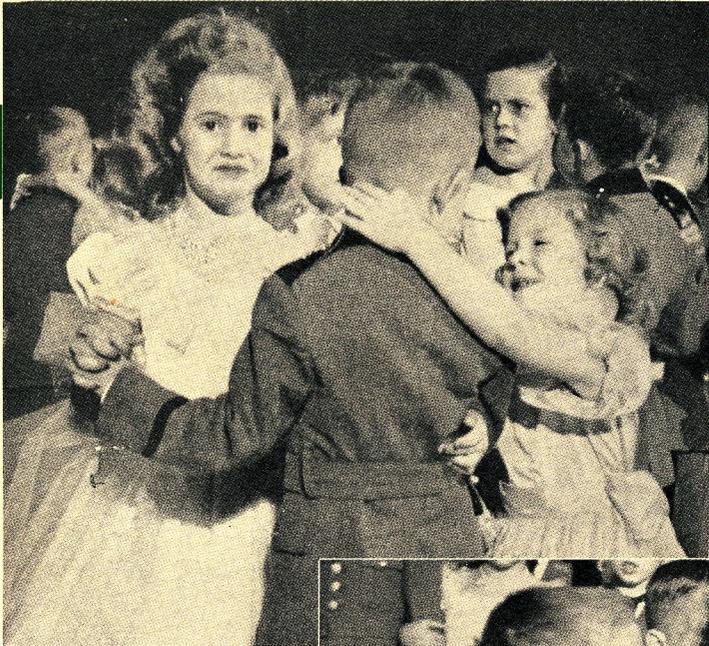


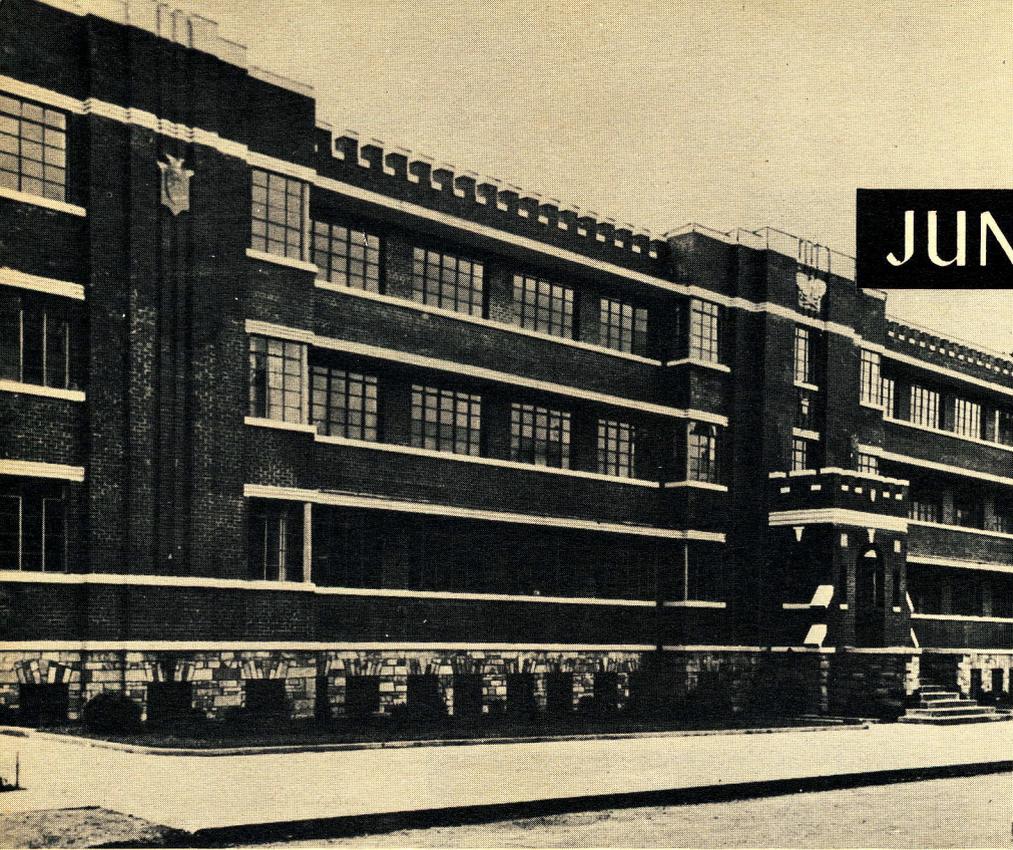
THE LITTLEST CADET

In College Park, Georgia, there is a busy school called Georgia Military Academy. There, in a big military office, behind a big military desk, sits a big (but gentle) military man named Col. William R. Brewster. He is president of the school. His aim is to help boys to become men in an orderly manner. This is the same task faced by parents, and Colonel Brewster comes up with roughly the same batting average as do most parents. Across the campus, in the school's classrooms sit the cadets, who come in various sizes and attain various degrees of military aplomb. The smallest of these (but by no means the least martial) is Cadet Mike Cotton, aged six, son of Atlanta restaurant owner Joe Cotton. Mike still has to knock off garrison duties every afternoon for a nap, but the knife crease of his trousers and the angle of his uniform hat couldn't be more GI.

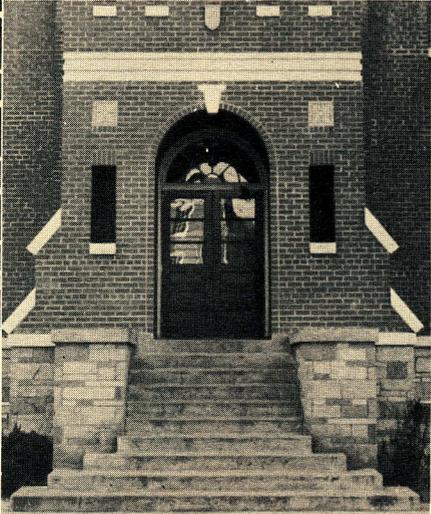
Produced by DAVID ZINGG • Photographed by PHIL HARRINGTON

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JUNIOR SCHOOL



THE JUNIOR SCHOOL is a separate and distinct unit. It's enrollment is limited to one hundred and twenty boarding cadets and two hundred and forty day students. Classes are composed of approximately twenty cadets. There are two sections of each of the first four grades, three sections of the fifth and sixth grades, and four sections of the seventh grade. The eighth grade, composed of four sections, is not considered a part of the Junior School. Although Carnegie Units are not earned by the eighth grade, we think it is better to have

this grade in the senior school because it is the stepping stone to the secondary school and the students should become accustomed to longer periods of study and recitation. Furthermore the eighth grade is the place for remedial work to be done with students whose foundation is weak. The students in this grade spend one period each day in the reading clinic where an effort is made to improve reading speed and comprehension while learning history. Classes below the eighth grade take reading as a part of their regular course.

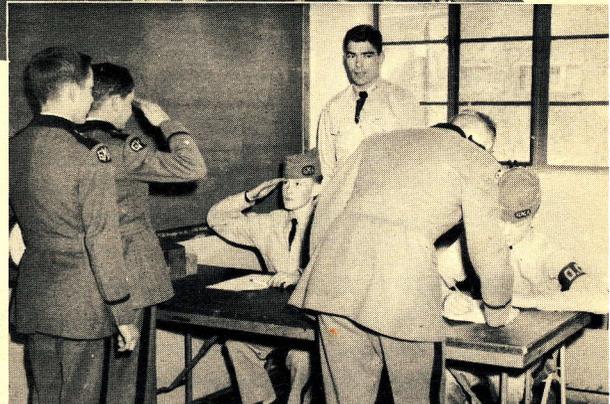
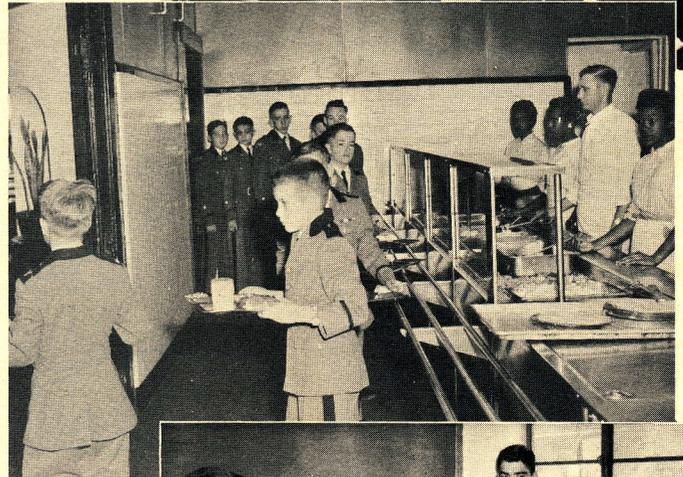
The First Grade



Ninety-six

When satisfactory progress is not made in the regular scheduled reading classes we recommend additional work in the reading clinic for which an extra charge is made. On one of the following pages of the catalog you will find a table that shows progress made by a few junior cadets who have undergone instruction in the reading clinic.

LIVING CONDITIONS: The junior school building was completed in 1947. It is a fireproof four story building containing forty-six cadet rooms and two teachers' apartments on the two top floors; a library, offices, sixteen classrooms, and recreation rooms, are located on the first two floors. One of the school cottages adjacent to the main building will be used for classrooms to accommodate the first grade. Rather than have the first grade students moving through the halls with those who have overcome the novelty of going to school we prefer to have their classrooms in a separate building where they will be unmolested by older boys. Two men teachers, their wives, a housemother and several senior cadets help with the boys to see that they keep clean and observe health conditions. The school infirmary is adjacent to the junior school building. When a cadet becomes ill he is sent to the infirmary where he receives the attention of the school doctor and nurses. If the illness becomes severe the cadet is transferred to an Atlanta hospital at the parents expense. Junior cadets



Checking Out



A Junior Cadet presents a check for \$3000.00 — Money raised for "The March of Dimes."

A Bedtime Party in Housemother's Apartment



The Hostess — Mrs. C. H. Peacock



eat their meals in the school cafeteria before the senior cadets enter the mess hall. They eat at tables with their teachers who supervise their manners and see that they eat properly. Milk is served with every meal.

SPORTS AND RECREATION: The hours for duty and work for junior cadets are shorter and the periods of sleep and rest longer than for the senior cadets. They have their own military organization, a battalion commanded by junior cadets, supervised by senior cadets and officers of the military science department. There is an activity period from three to four p.m., daily

which is used to instruct these young boys in drill, swimming, and gymnastics. Teams are developed in most sports which consist of football, basketball, baseball, swimming, track, tennis, gymnastics and tumbling, wrestling, etc. Day students leave school about four p.m., and are not able to participate in all of these sports but they are on the campus for the activity period. The smaller boys who are too young for many of these sports spend much of their recreation time on the playground equipment, skating, playing marbles, riding bicycles, playing in the sandpile, etc. Several senior school cadets who live in the junior school build-





ing help supervise the boarding cadets in the dormitory and on the playfields. These cadets are picked boys of fine character and outstanding leadership ability.

The new gymnasium, built for the exclusive use of the juniors was completed in 1955. It contains six thousand feet of floor space including rest rooms and is equipped for basketball, wrestling, and gymnastics. Folding bleachers will accommodate four hundred spectators. Music classes, assemblies, and dancing classes are held in this building.

COURSES OF STUDY: Most of the time in the lower grades is spent working in reading, writing, arithmetic and spelling. In addition to these studies the upper grades study geography, history, health and science.

The sixth and seventh grades also spend two short periods each week learning conversational Spanish. All of the grades devote one or two periods each week to group singing and studying elementary music.

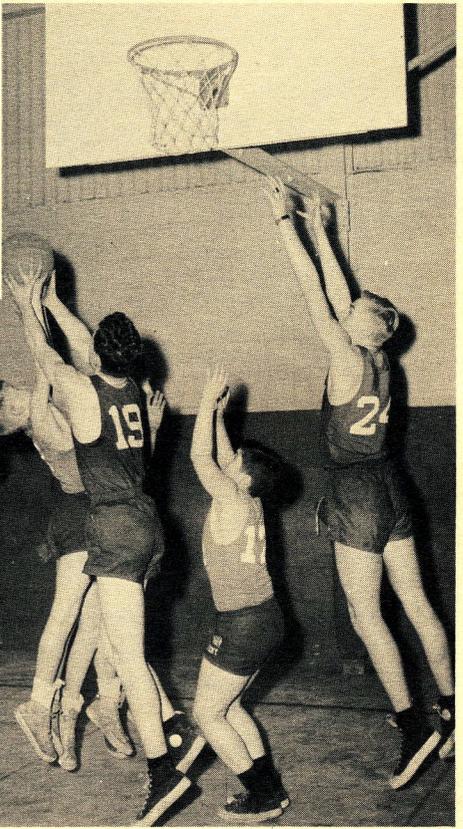
It is believed that the sweetness and charm of the home-life, the close supervision and direction of preparation

The Christmas Party



Instruction in Dancing





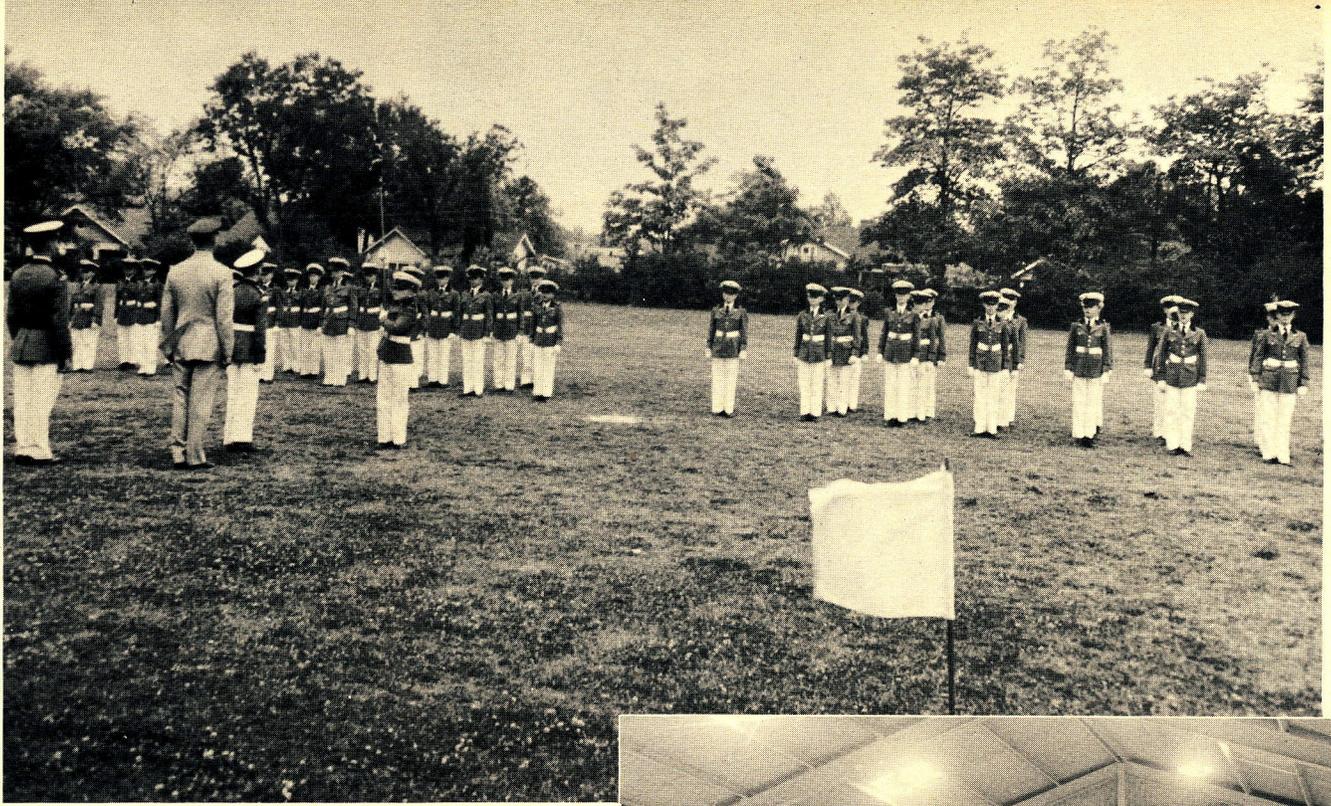
for the next day's work, the carefully guarded moral and spiritual atmosphere, the refined companionship and the special physical training cannot be surpassed.

The records of those who enter the senior school from the junior school indicate extraordinary preparation. We believe our best work is done in the junior school because the boys are younger. They are in the plastic period of life and it is much easier to mold than to correct. We can help these young boys acquire a habit of work rather than idleness. We can help them set objectives and inspire them to work seriously towards reaching their goals. We can help them develop character and personality. These tasks are much harder with the boy who has traveled the wrong road.

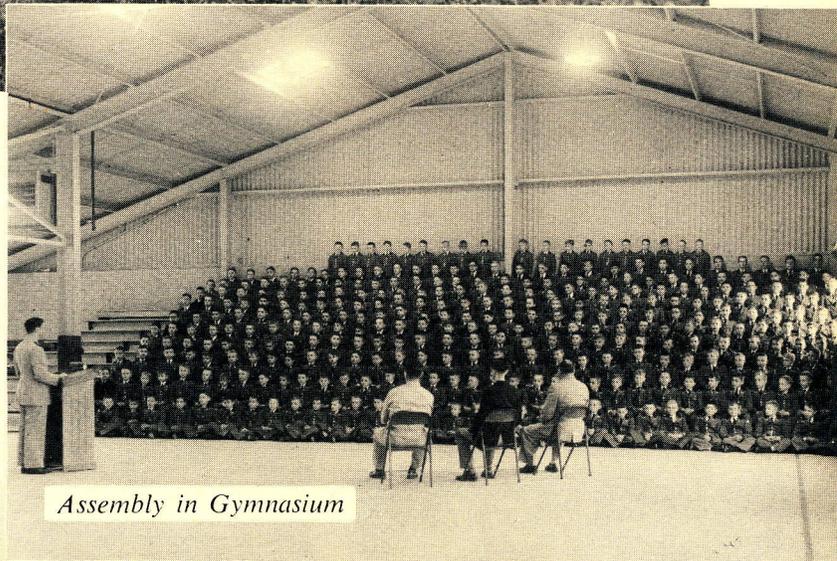
WHEN READING IMPROVES GRADES IMPROVE

By comparing the grades made on a standardized test in reading given to Junior School Students who had spent from three to seven months taking lessons in the reading clinic we find marked improvement. The September grades are compared with the grades made on the same test in March.

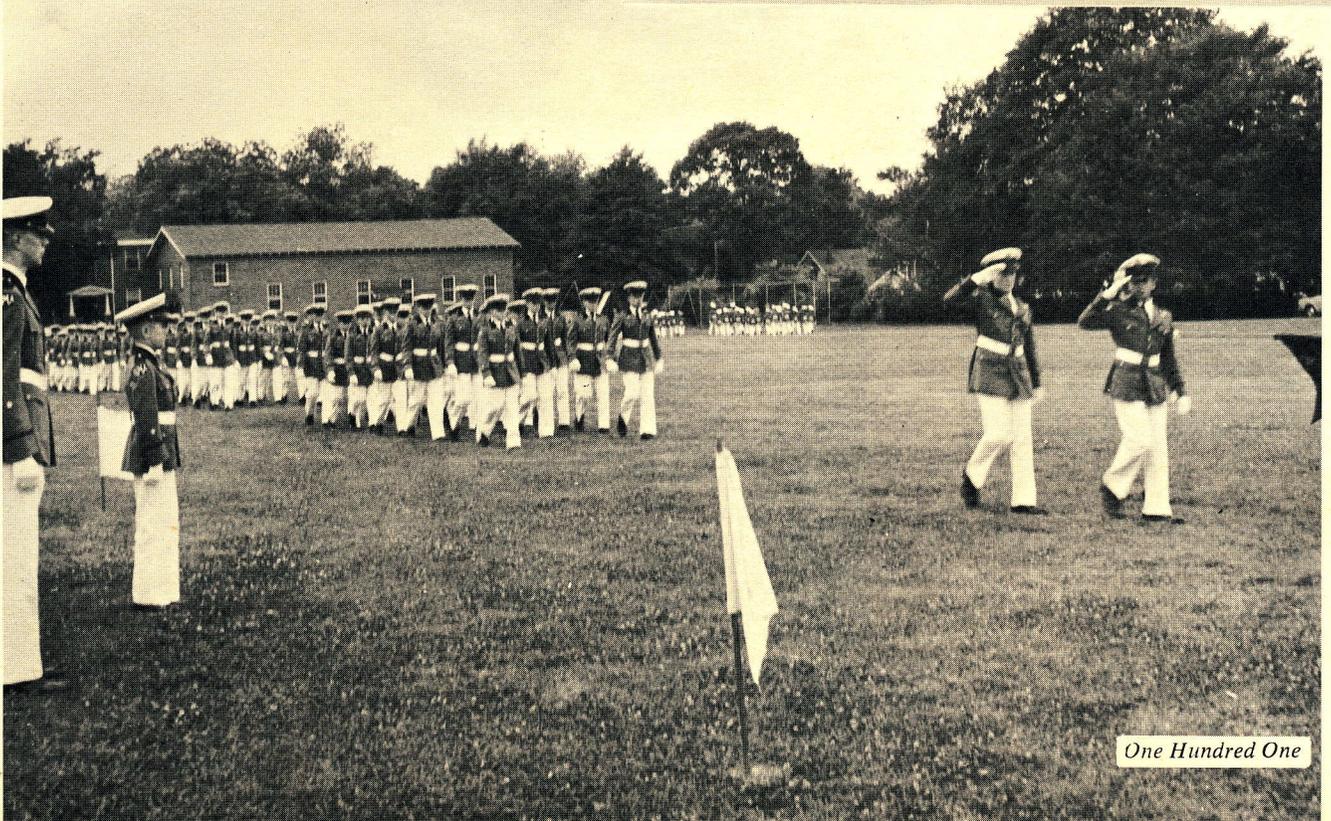
Student	September Scores					March Scores				
	Arith.	English	Geog.	Health	Hist.	Arith.	English	Geog.	Health	Hist.
1.	C	D	F	C	F	C	C	C	A	D
2.	C	C	D	B	D	B	B	B	C	B
3.	F	F	F	D	F	D	D	B	C	C
4.	F	D	D	C	C	C	B	B	D	A
5.	F	C	F	C	F	C	C	B	C	D
6.	F	D	D	C	B	F	D	D	C	B
7.	F	F	D	B	C	C	B	C	C	C
8.	F	D	D	B	D	C	A	C	C	C
9.	C	C	C	C	C	B	B	B	B	B
10.	C	C	D	C	C	C	A	D	C	C

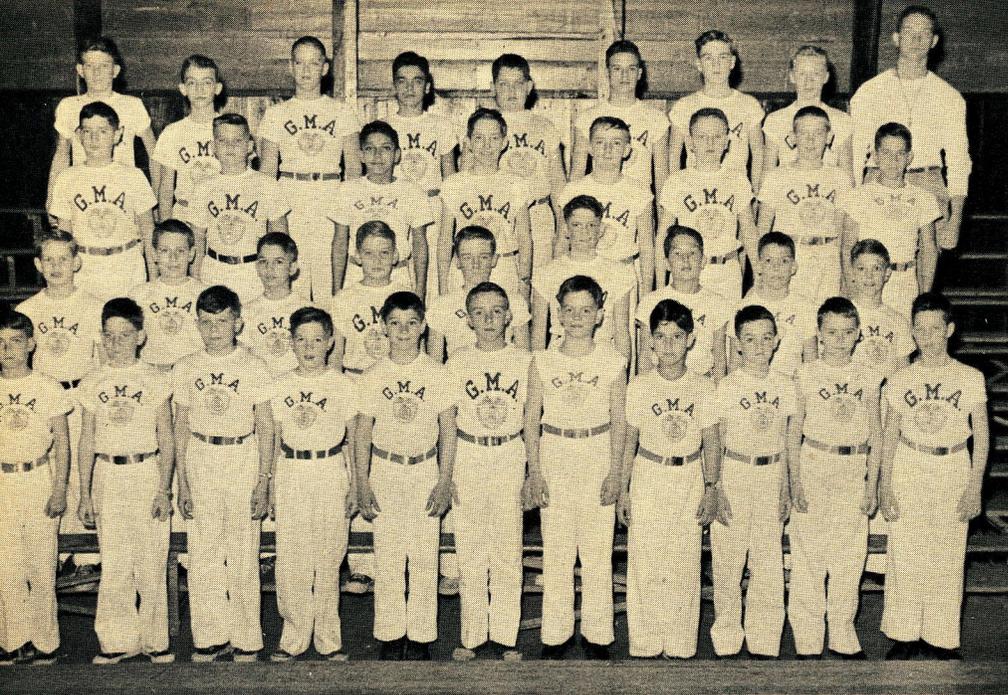


On Parade

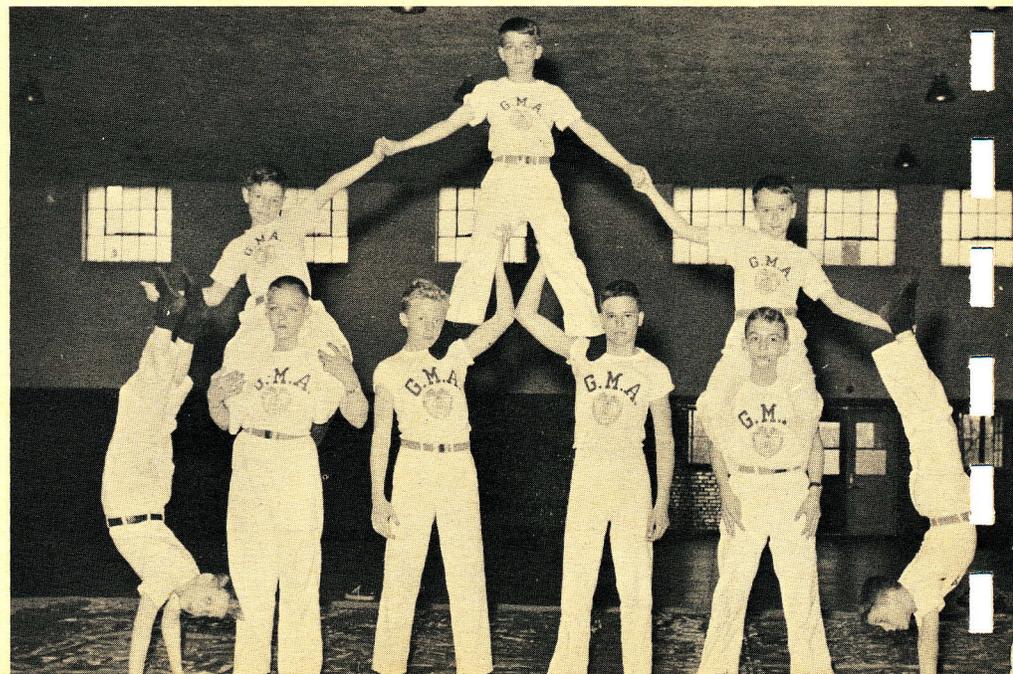
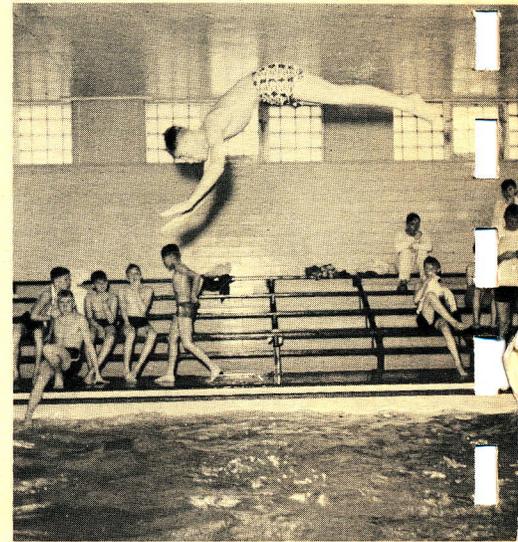


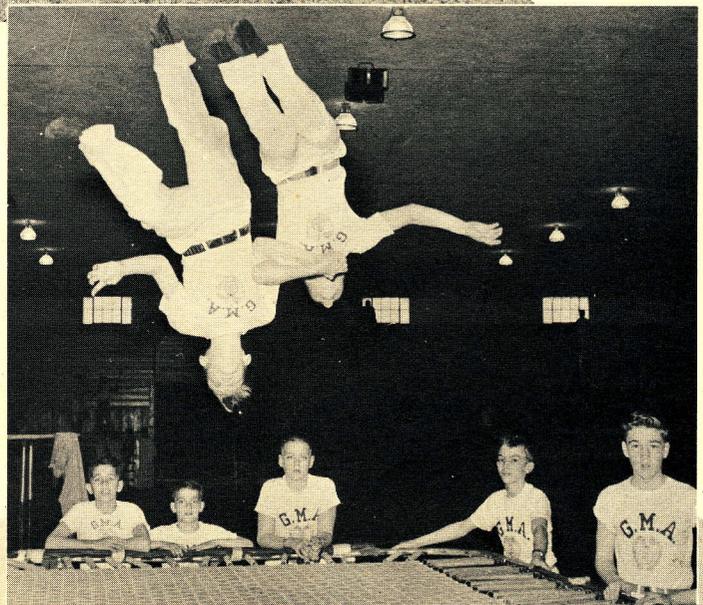
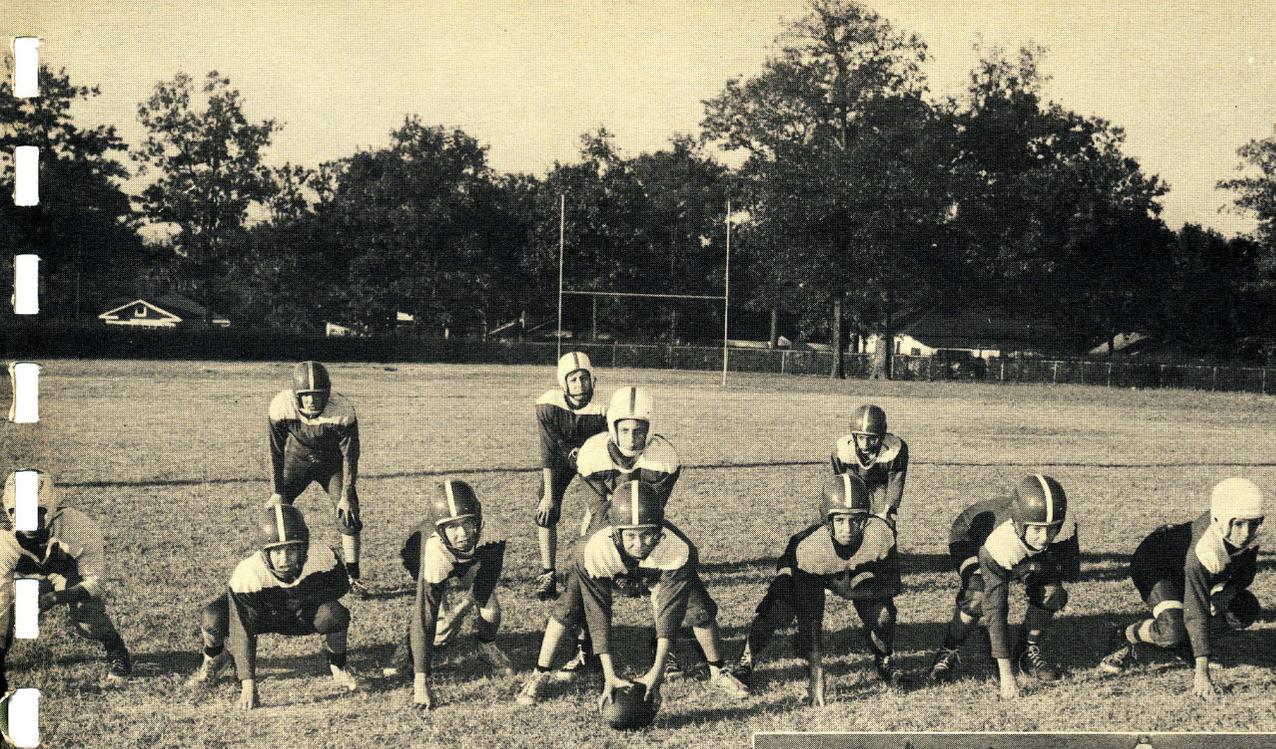
Assembly in Gymnasium

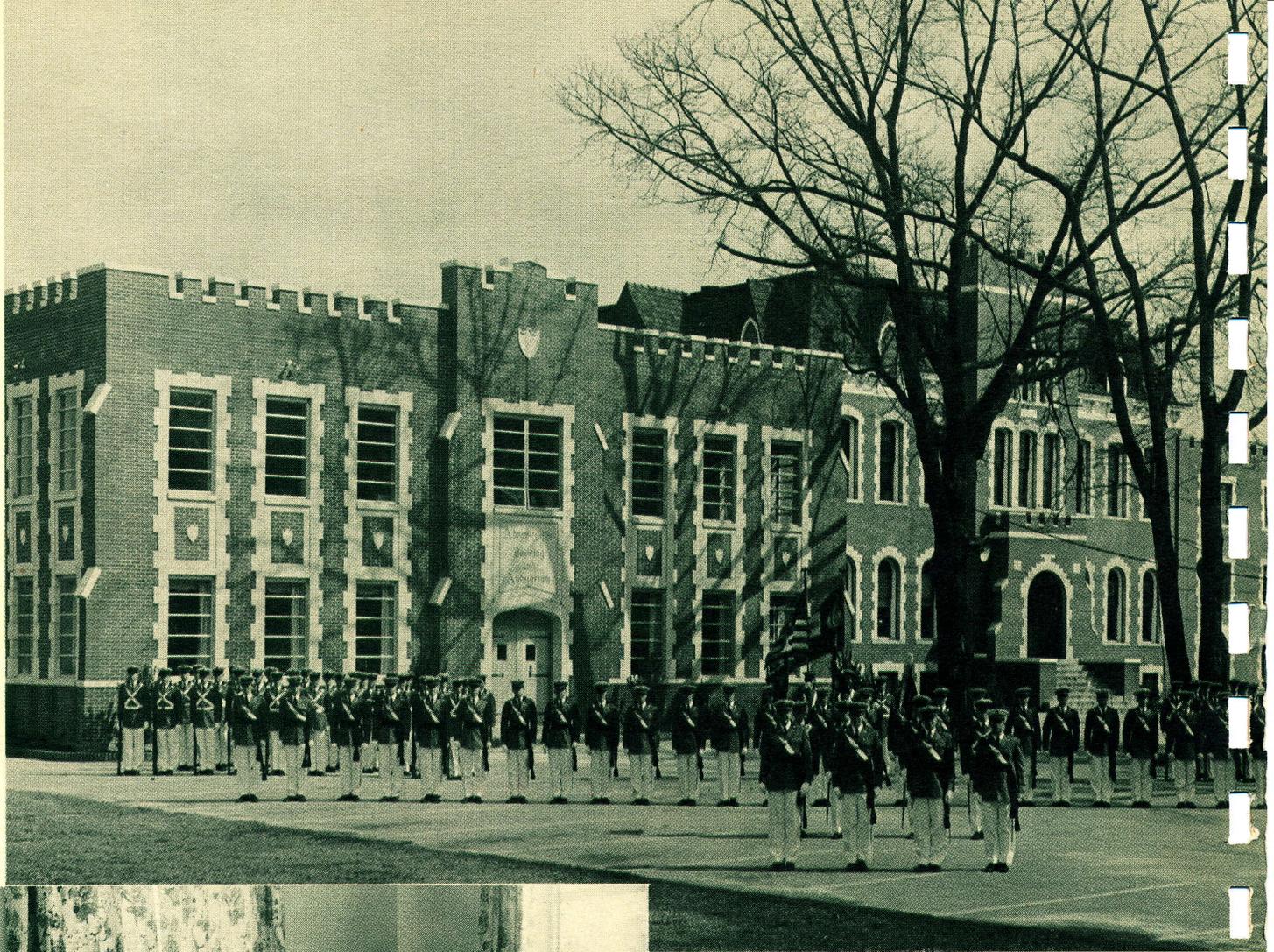




A Class in Gymnastics

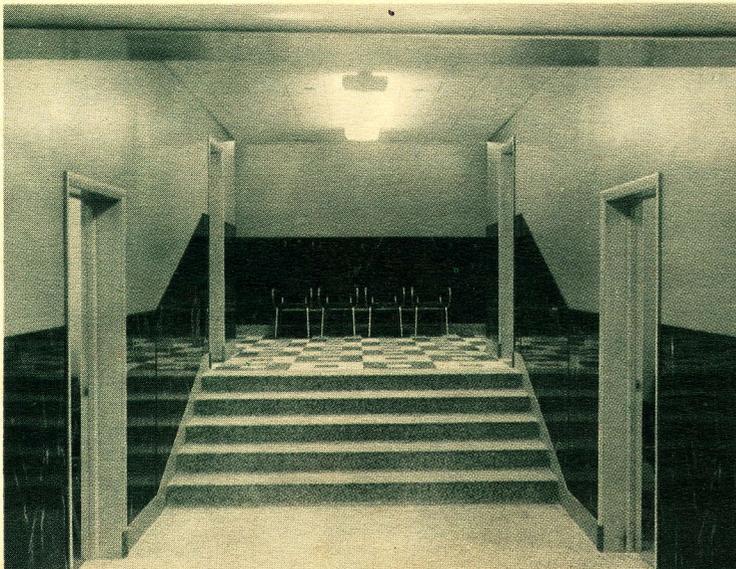
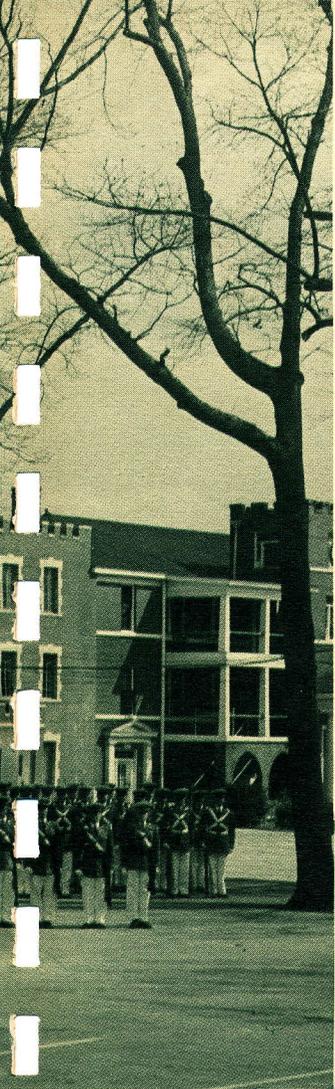






New Administration Building and Offices





TUITION AND ESSENTIALS



All particulars regarding payment are shown on the back side of the application which is in the back of this catalog.

CONTRACTS: It is understood that when a cadet registers in GMA he is enrolled for the academic year; and, as the employment of teachers and the purchase of provisions for the operation of the school are contracted for the year in advance, it is distinctly understood between the parent or guardian and the school that there can be no reduction in the charges of any cadet who leaves the school before the expiration of the academic year, except when authorized in the case of sickness by a physician selected by the school. If a cadet deserts, or withdraws, or commits some offense for which the discipline committee thinks expulsion is necessary, no part of the catalog price will be refunded. A cadet whose account has not been settled up to date will not be graduated.

UNIFORMS: The GMA uniforms are similar in color and design to the uniforms at West Point. They are made of a very fine quality of cloth. The trousers are made of twenty-ounce and the coats and caps of sixteen-ounce cloth. Junior School cadets are issued more trousers of less expensive cloth than the senior cadets because the younger boys are harder on their trousers, and we have found this proves less expensive to parents. They do get one pair of woolen trousers for dress occasions.

It is the policy of the school to have the cadets' uniforms properly fitted. A tailor shop and pressing department is maintained in connection with the cadet store, and alterations are made on new uniforms without additional cost. After the uniforms have been accepted and approved, any further alterations will be charged to the parent. It is the responsibility of parents of day students to have their sons' uniforms replaced or altered when they have outgrown them.

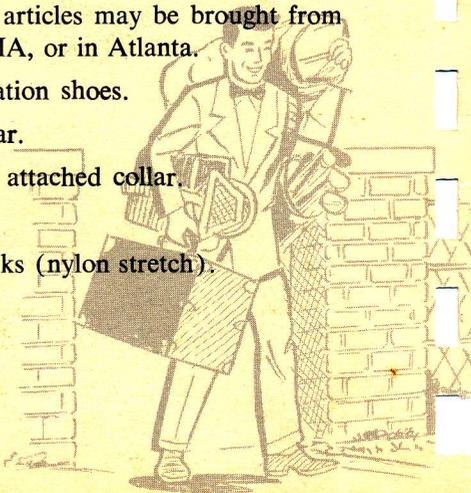
On entering school each new boarding cadet is furnished a rubber stamp with his name on it and an indelible ink pad for marking his personal belongings. He is also assigned a laundry number, which is used throughout his stay at the school.

Although changes may be necessary, a complete outfit of uniform consists of the following:

- 1 Dress coat with belt.
- 2 Pairs woolen trousers—Juniors receive 1 pair.
- 2 Pairs silver gray cotton Trousers—Juniors receive 6 pairs.
- 1 Dark gray top coat (water repellant).
- 1 Dark blue woolen jacket.
- 2 Pairs cotton white duck trousers—Juniors receive one pair.
- 1 Dress cap and rain cap cover.
- 6 Gray shirts—Juniors receive eight.
- 1 Overseas cap.
- 2 Pairs white gloves.
- 1 Gym suit
- 1 Pair GMA shoulder insignia.
- 3 Black ties.
- 2 Web belts with brass buckle.
Webbing and brasses for parade use.
- 1 Pair GMA gold plate letters.
Shoes are not included—regulation shoes should be bought from the cadet store. The price, depending on size and quality, is from \$6.50 to \$10.50 per pair, plus sales tax.

ARTICLES TO BE FURNISHED BY CADETS: In addition to uniforms and equipment, cadets should be supplied with articles listed below. The number given below indicates the minimum of each article needed. More may be supplied, though it is not wise to furnish unduly large quantities, since it increases the liability of loss and waste. These articles may be brought from home, or procured at GMA, or in Atlanta.

- * 2 Pairs black regulation shoes.
- 6 Suits of underwear.
- 4 White shirts with attached collar.
- 3 Suits of pajamas.
- 12 Pairs of black socks (nylon stretch).
- 12 Handkerchiefs.





The Bookstore

12 Towels.

- 1 Woolen blanket (dark color).
Blankets may be obtained at Cadet Store.
- 1 Comforter or additional blanket.
- 6 Sheets for single bed.
- 4 Pillow cases.
- 2 Laundry bags for soiled clothes.
G.I. Bags may be obtained at Cadet Store.
- 1 Bath robe.
- 1 Pair of slippers.
- 1 Pair of tennis or gym shoes.
- 1 Pair of swimming trunks.
- Toilet articles.
- Black shoe shine kit.
- Small rug (optional).
- Table lamp (optional).
- Athletic equipment such as baseball, golf, and tennis equipment.

*Should be purchased at Cadet Store. Price per pair, depending on size and quality, \$6.50 to \$10.50 plus tax.

BOOKSTORE AND BOOKS: A bookstore which is independent of the school, is operated on the campus. At the opening of school it is open for service during the entire day and after supper, in order to issue books. After that time, it is open for service only a short while daily, during the lunch hour. A book deposit of \$15 for the first three grades, \$20 for the 4th through the 7th grades, \$30 for the 8th through 10th grades, and \$35 above the 10th grade is required at the opening of school for book supplies. Cadets draw the necessary supplies as they are needed; and if the entire fund is not used up by the end of the year, a refund is made.

There is no excuse for a cadet's exceeding these amounts unless he is careless and loses his books or is extravagant in using supplies. An itemized statement of a cadet's bookstore account will be furnished at any time upon request. The bookstore account must be deposited at the opening of school as the bookstore is not allowed to issue supplies unless the deposit has been made. The deposit for books should be made with the GMA Bookstore.

THE CADET STORE: The Cadet Store, which is independent of the school, is operated in order that cadets may secure necessities on the campus. Here cadets may purchase shoes and a variety of edibles and toilet articles. Lunches are available for day students who are unable to go home for the noon meal and who do not eat in the school mess hall. **CADETS ARE NOT ALLOWED TO RUN CHARGE ACCOUNTS AT THE CADET STORE WITHOUT THE CONSENT OF THEIR PARENTS OR GUARDIANS.**

SPENDING ALLOWANCE AND SCHOOL BANK: Experience has taught us that the best plan is for parents to deposit in the school bank the yearly allowance, or if this is inconvenient, the monthly allowance, and let this money be issued to the cadet Friday afternoon before Saturday town leave. The writing of checks which are required before a cadet can draw money from the school bank gives him practice in banking. This will make certain that the boy will receive his allowance at the proper time each week, and he will not be embarrassed should a parent forget to send his money on time. We have known many cases where parents have sent their son an entire month's allowance at one time. After a few days the money was all gone and the boy had nothing left for the remainder of the month. Such a condition as this sometimes offers a temptation to a boy to borrow money from others. Furthermore, boys who receive too much money at one time are more inclined to spend it unwisely.

We recommend a weekly allowance of 50 cents to \$1.50 per week for cadets in the Junior School, \$1.50 to \$2.50 per week for 13 or 14 year old boys, and \$2.50 to \$3.00 per week for older cadets. These allowances should be increased if the cadet is expected to pay for shoe repairs, shoe polish, soap, toilet articles, etc.; but they are sufficient for a cadet to go to a show on Saturday afternoon and have a little change in his pocket during the week.

When spending allowance is sent to the school bank, an accounting will be made to parents and a refund made if there is any left over at the end of the year. *Spending money unless in the form of a check or money order should not be sent through the mail.* This money should be sent directly to the school and not to the cadet.

ACCIDENT INSURANCE—PRICE \$15.00: From many years' observation we have found that boys in the adolescent period, when they are engaging in so many play activities, have accidents which require medical attention. We, therefore, urge all parents to take advantage of the school group insurance policy, which provides in case of accident for the payment of Surgeon's fees, Medicine, X-rays, Hospital bills, and nurses' fees, up to \$500 for each accident. If the fee is paid by the time the boy departs for school, the coverage becomes effective one week before the opening of school and is continued for one calendar year. *The policy does not cover illness due to other causes.* The taking of this policy is not mandatory, but is recommended.

TRANSPORTATION: The school operates a fleet of buses and station wagons which are currently used to take cadets living in Atlanta to and from school, to take athletic teams on trips when they play away from College Park, to take Catholic and Jewish boys to church, and to take cadets on educational trips.

ROOMS AND ROOMMATES: No cadet is permanently assigned to a room, since it is of greatest importance that he shall be satisfied with his roommate as well as his room. The school feels that great care should be exercised in selecting roommates for boys; for this reason, we permit occasional changes of rooms and roommates for the good of all concerned. The school reserves the right to make changes at any time. Each room is amply furnished with a bed for each occupant, chairs, table, locker or cabinet for clothing, etc. Rugs and curtains may be supplied if desired to beautify the room. Pictures may be hung from the mouldings or displayed on top of lockers.

RADIOS: Cadets are not allowed to have radios in their rooms except from noon on Saturdays to Call to Quarters (8:00 p. m.) on Sundays. Cadets found violating

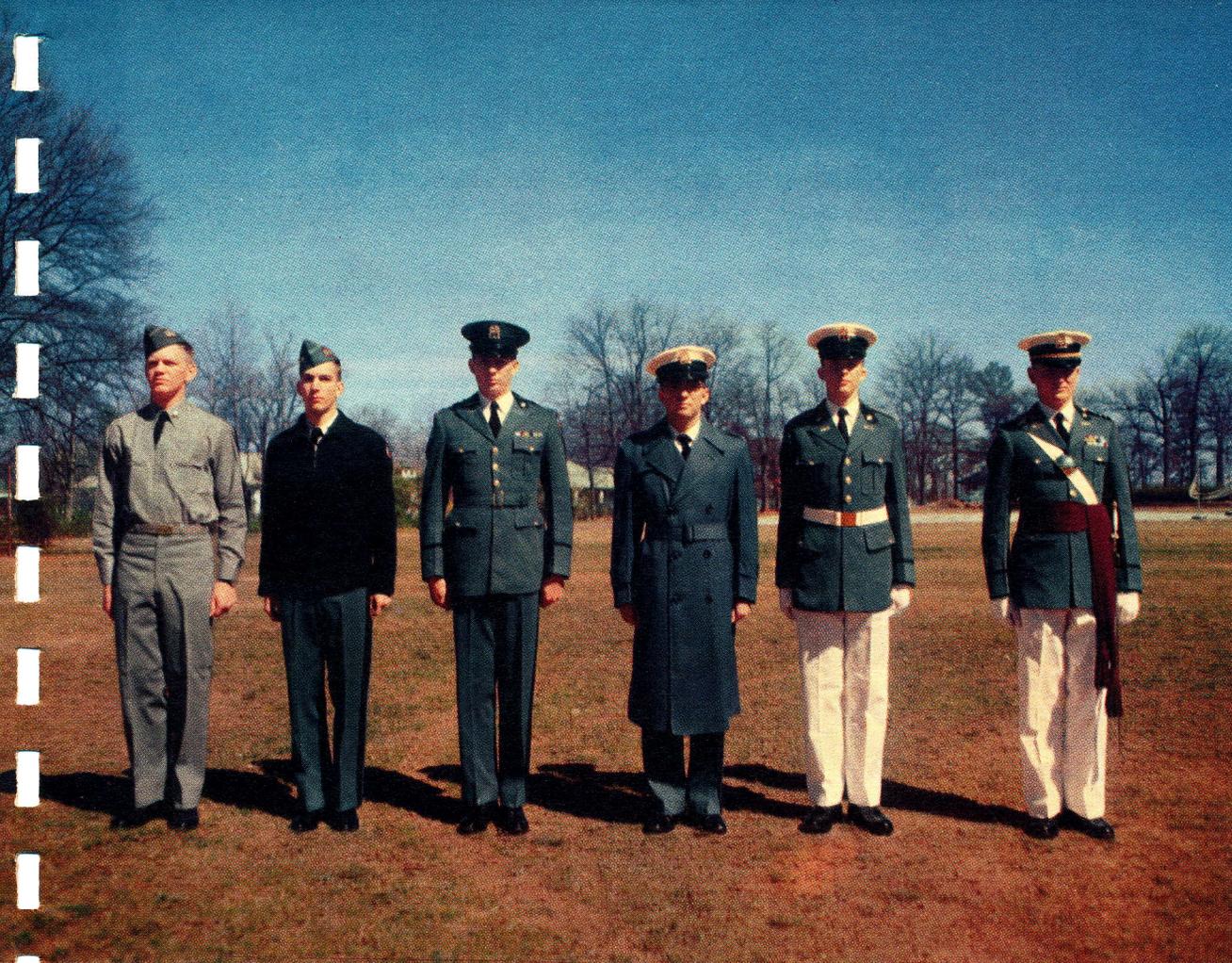
this rule will be punished and will not be allowed to have a radio in their rooms at any time thereafter during the year. During the time that cadets are not allowed to keep radios in their rooms, the radios are kept in a storeroom. One of the teachers has the responsibility of checking them in and out of the storeroom. During the week, cadets have access to radios in many teachers' quarters and recreation rooms during the recreation hours.

ATTENTION TO EYES AND TEETH: By all means, have the dentist examine and treat defective teeth before your son leaves home. If this work has to be done at school, it necessitates absence from classes or other duties. Atlanta has some very fine orthodontists not found in smaller towns. If your son needs this type of work done, it can be arranged with a specialist on Saturday mornings so as not to interfere with school. Every year we discover a great many cadets whose school work is not what it should be because of poor eyes. We heartily recommend an eye examination before your son leaves home for school.

CARE OF VALUABLES: Cadets entering GMA are urged to leave expensive watches, jewelry, etc., at home. Cadets need only a cheap watch or clock, which if broken or lost is not a great loss. Should a cadet fail to heed this advice, he will find available at the school office a safe for the keeping of valuables. Throughout the year, cadets are reminded from time to time that they should not keep valuables in their rooms even though they are locked in their lockers.

The Cadet Store





Summer School

BEGINNING about three weeks after the close of school, Georgia Military Academy will conduct an eight-weeks summer school. The school will be conducted on the campus of Georgia Military Academy, and all the facilities of the winter school will be available to those enrolled in the summer school. The teachers in charge of the classes will be regular members of the GMA faculty. The scope of the work completed by the classes will meet the requirements of the Georgia Accrediting Commission and of the Southern Association as to volume and time spent in the classrooms. There should be no question as to whether the credit for work completed in this school is accepted by public and private schools throughout the country since Georgia Military Academy will certify these credits.

Our observation over a period of years clearly indicates that a great many students need summer school work. This is a natural condition often brought about when a student has been unavoidably absent or when his course has been irregular and thus lacking in some required credit. It is unthinkable that an educational

program would not provide for summer instruction that would enable a student to make up such work and continue with his class the following year without a deficiency.

SUMMER SCHOOL VS. CAMP: The GMA Summer School will offer more and better facilities for the physical development of a boy than are found in most summer camps. Play activities and social affairs will be organized in the same way in which they are conducted in most camps. Athletics will be under the supervision of experienced playmasters, and all students will be required to participate. The school hours will not be as long as during the winter months. In addition to the physical advantages derived from summer camp, a boy will also be able to keep his mind active during the summer while making up for lost time or while making advanced credit. "The idle mind is the devil's workshop," and we believe it is to a boy's advantage to combine some work with play. Many boys who acquire the habit of idling during the summer find it hard to become adjusted to school work when it begins again

in September. This results in a loss of time and in poor grades. A summer spent doing a little intelligent, supervised school work may mean the difference between success or failure in college or may mean the saving of a year in school. The summer offers an excellent opportunity for a student to improve his reading which is frequently the cause of failure in school work.

COURSES: GMA offers the opportunity for one to pursue any of the regularly prescribed courses in English, Mathematics, History, Latin, French or Science. For every credit, three hours will be spent in the classroom, one hour in supervised study and two hours in preparation each day, five days each week for eight weeks. This will mean a hundred and fifty hours in the classroom in recitation and an equal time spent in the preparation. The study periods will be supervised. Since the work done will be in small groups, every student enrolled will be assured a great deal of individual attention and therefore the work should be thorough. No student will be permitted to make more than one new credit or two make-up credits (repeat work). Three or four subjects may be taken where credit is not desired or where preparation for future work is being done.

AIR FORCE, WEST POINT AND ANNAPOLIS PREPARATION: During the summer a great many students who are trying to gain entrance into the Service Academies are required to take competitive examinations which are given by the Civil Service in order that congressmen and senators may determine the winners of their appointments. Courses will be offered to prepare for these examinations, and students who have had this

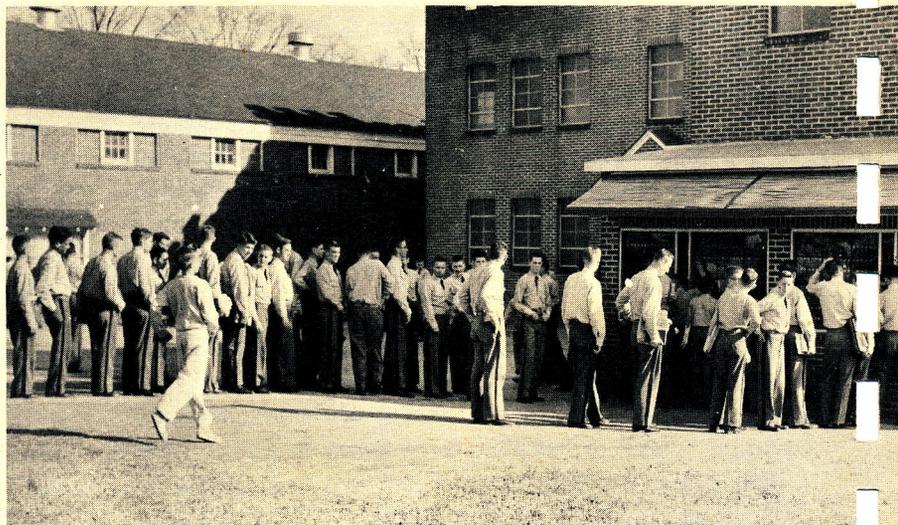
summer preparation will have a decided advantage in this competition.

AVIATION: The summer offers an excellent opportunity for young men to learn to fly. The Georgia Military Academy is located about one mile and a half from the Atlanta Municipal Airport, which is one of the largest airports in the country. Students who are taking summer school work at GMA will be permitted, during the afternoon hours, to go to the airport to take flying lessons. There are several schools available for this instruction.

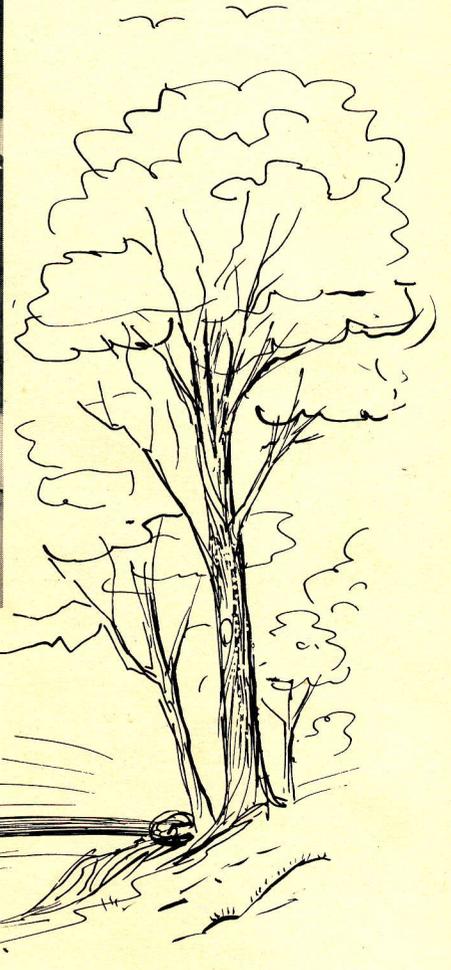
NON-MILITARY: Military training is not included in the summer program and students are not required to wear uniforms. Civilian dress and sport clothes are worn on and off the campus. It is necessary for students to wear coats to church and when visiting in Atlanta. Students are required to keep their rooms clean and will be expected to police the campus when necessary.

EXPENSES: For boarding students the expenses of the summer school, including room, board, tuition, laundry, and haircutting every two weeks are \$250. A deposit of \$5 will be required for books and school supplies for junior school students and \$10 for students above the seventh grade, the unused part of which will be refunded at the end of the summer school. For day students the tuition will be \$125. If warm dinners are desired, the price for the eight weeks will be \$20.

There are six air-conditioned classrooms and a large air-conditioned studyhall for use during summer school.



The Post Office and Cadet Store



SUMMER PROGRAM OF WORK

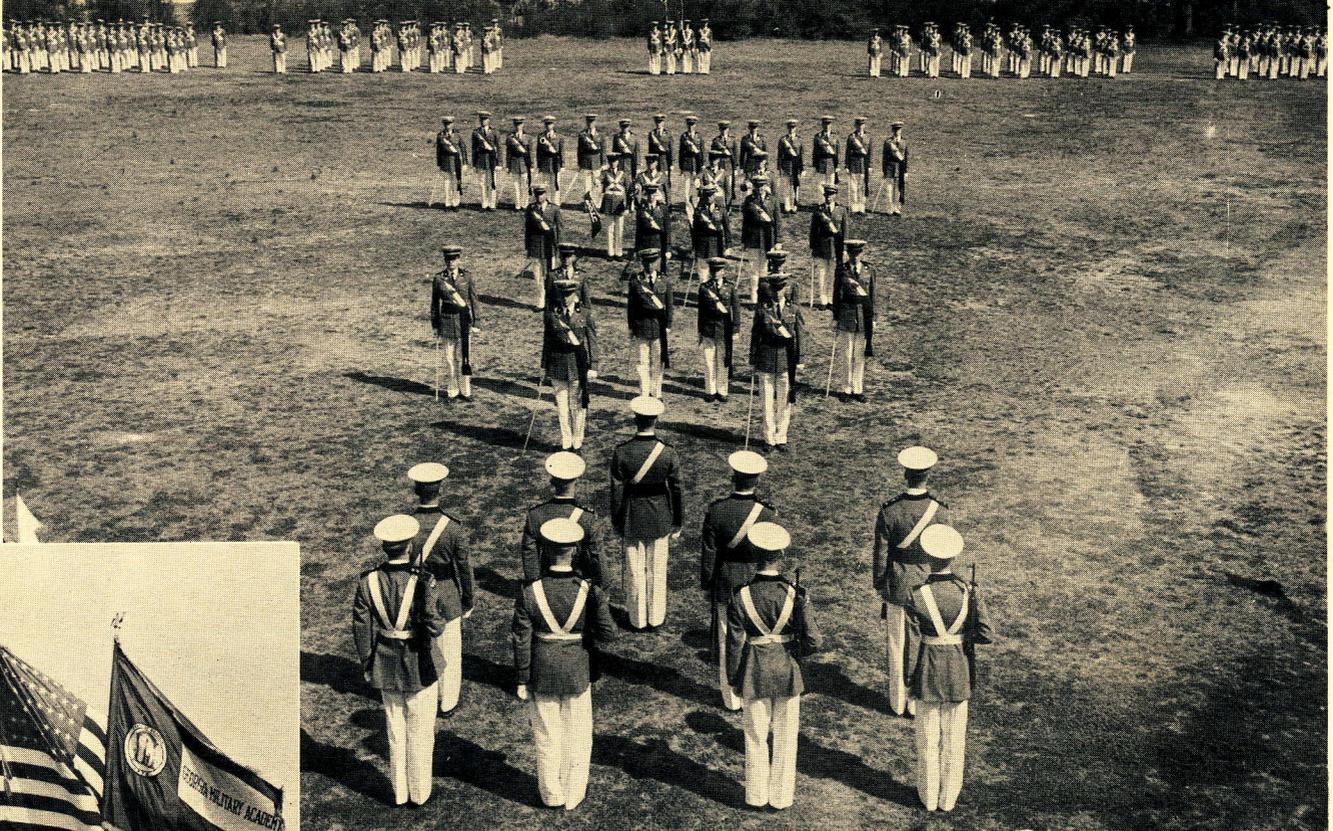
DAILY SCHEDULE

7:00 a.m.	Reveille
7:30 a.m.	Breakfast
8:00 a.m.	Room inspection
8:30 a.m. - 1:00 p.m.	Class work
1:10 p.m.	Dinner
2:00 - 3:00 p.m.	Study period
3:00 - 6:00 p.m.	Recreation
6:00 p.m.	Supper
7:00 - 8:00 p.m.	Recreation
8:30 - 9:30 p.m.	Study
10:00 p.m.	Taps

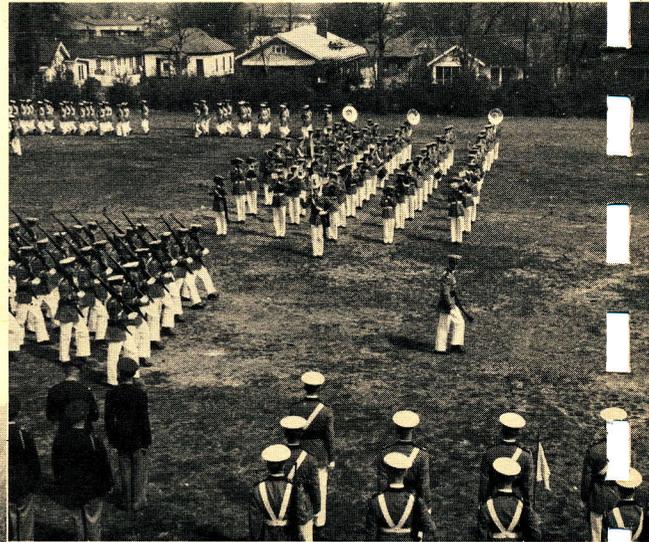
SUNDAY PROGRAM

8:45 a.m.	Reveille
9:00 a.m.	Breakfast
9:00 a.m.	Room inspection
10:30 a.m.	Church formation
1:00 p.m.	Dinner
2:00 - 3:00 p.m.	Quiet Hour
2:00 - 6:00 p.m.	Recreation
6:00 p.m.	Supper
6:00 - 8:00 p.m.	Recreation
8:30 - 9:30 p.m.	Letter writing and study period
10:00 p.m.	Taps

Leaves of absence will be granted students above the eighth grade on Saturdays from 12:30 p.m. until 10:30 p.m., when in good standing. Students below ninth grade must return by 6 p.m. Dinner permits will be approved for Saturday supper or Sunday dinner.



*Annual Inspection by
Department of the Army*





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|-----------------------|---------------------------------|------------------------|------------------------|------------------------|
| 1. Beers, F. L. | 35. Kite, W. L. | 69. Ivey, H. V. | 103. Powell, G. W. | 137. Harkey, J. F. |
| 2. Mann, J. T. | 36. McKinney, R. M. | 70. Glenn, J. K. | 104. Terhune, S. S. | 138. Ratliff, B. B. |
| 3. Brown, A. W. | 37. Crenshaw, Sgt. James G. SFC | 71. Branham, M. A. | 105. Rogers, J. I. | 139. Tinsley, J. M. |
| 4. Lawhon, J. L. | 38. Lanier, M/Sgt. Wm. C. Jr. | 72. Miller, J. B. | 106. Hobeika, N. E. | 140. Bowman, G. D. |
| 5. McGaughey, C. H. | 39. Manus, M/Sgt. Virgil | 73. Swank, R. R. | 107. Parrish, J. E. | 141. Davidson, T. P. |
| 6. Hughey, T. O. | 40. Chisholm, Capt. C. R. | 74. Lanier, J. N. | 108. Russell, J. T. | 142. Tyler, J. S. |
| 7. McLain, W. L. | 41. Snedgen, Capt. A. T. | 75. Moore, B. L. | 109. Prince, J. M. | 143. Routsos, N. C. |
| 8. Smith, A. B. | 42. Edwards, Major H. W. | 76. Evans, J. E. | 110. Mendez, R. O. | 144. Austin, J. E. |
| 9. Dangeleisen, R. C. | 43. Knudsen, Capt. C. E., Sr. | 77. Baumgartner, H. L. | 111. Gerbasi, S. R. I. | 145. DeMent, L. E. |
| 10. Brown, J. R. | 44. Crook, SFC. Leslie W. | 78. Largen, A. L. | 112. Antonini, E. T. | 146. Villarreal, C. M. |
| 11. Kight, L. L. | 45. Russell, Major Dean H. | 79. Bass, D. B. | 113. Talley, D. B. | 147. Wells, M. M. |
| 12. Sailors, T. G. | 46. McArtor, Major W. S. | 80. Stephens, K. R. | 114. Avery, J. | 148. Halfon, M. J. |
| 13. Stewart, W. M. | 47. Dial, Capt. Fred | 81. Myrick, J. D. | 115. Elchinger, C. A. | 149. English, J. R. |
| 14. Dial, W. A. | 48. Hays, Capt. T. C. | 82. Hodges, M. L. | 116. Stanley, H. T. | 150. Hollerand, R. J. |
| 15. Brock, H. O. | 49. Burnett, Col. John R. | 83. Adams, W. H. | 117. Seeley, W. D. | 151. Campbell, R. J. |
| 16. Vining, D. M. | 50. Herman, Major C. W. | 84. Harris, C. T. B. | 118. Grisham, D. S. | 152. Barlow, W. C. |
| 17. Cole, F. C. | 51. Rosser, Col. R. S. | 85. Alley, P. E. | 119. Erskine, J. G. | 153. McKay, C. D. |
| 18. Tyler, T. S. | 52. Brewster, Col. W. R. | 86. Taylor, W. W. | 120. Hogue, F. D. | 154. Miller, T. L. |
| 19. Ijac, V. I. | 53. Brewster, Comdr. W. R., Jr. | 87. Thomas, D. O. | 121. Flanagan, M. W. | 155. Whitley, G. W. |
| 20. Holbrook, H. R. | 54. Mitchell, Col. E. C. | 88. Peek, J. K. | 122. Gray, J. M. | 156. Lyle, G. C. |
| 21. Furr, L. J. | 55. Paget, Major M. C. | 89. Brown, W. F. | 123. Harris, J. H. | 157. Alexander, D. C. |
| 22. Grimes, R. H. | 56. McKay, Major J. W. C. | 90. Paiewonsky, E. A. | 124. Nunez, J. W. | 158. Balcomb, J. R. |
| 23. Ekman, L. C. | 57. Gillis, Capt. Grant | 91. Iglesias, A. P. | 125. Withers, G. D. | 159. Caldwell, J. A. |
| 24. Dollar, R. E. | 58. Parham, Capt. Joseph | 92. Hogg, G. R. | 126. Beckerman, J. H. | 160. McKenney, D. M. |
| 25. Merrell, E. D. | 59. Thelander, Capt. K. E. | 93. Perkins, A. L. | 127. Whitley, R. G. | 161. Widlan, R. M. |
| 26. Touchton, R. F. | 60. Boone, Capt. W. W. | 94. Robbins, J. L. | 128. Nottingham, G. L. | 162. Wall, J. C. |
| 27. Whitley, W. A. | 61. Miles, Capt. L. C. | 95. Martin, C. T. | 129. Thomas, Churchill | 163. Buchanan, W. L. |
| 28. Mershon, C. C. | 62. Clark, Capt. J. F. | 96. Rowland, J. H. | 130. Sparkman, G. L. | 164. Evans, W. A. |
| 29. Dark, P. J. | 63. Boozer, Capt. E. W. | 97. Owen, J. D. | 131. Carter, L. A. | 165. Manderson, B. G. |
| 30. Hansard, W. H. | 64. Park, Capt. John | 98. Fulks, J. W. | 132. Arismendi, O. J. | 166. MacAuley, H. O. |
| 31. Richardson, N. A. | 65. Pearson, Capt. Lennart | 99. Brewster, D. K. | 133. Reilly, W. V. | 167. Verblank, C. J. |
| 32. Schmidt, M. H. | 66. Watkins, Capt. G. M. | 100. Evans, R. E. | 134. Vanderlip, L. A. | 168. Fox, F. E. |
| 33. Kite, H. M. | 67. Hollifield, Capt. H. R. | 101. Anding, W. T. | 135. Hawk, F. E. | 169. Chang, M. S. |
| 34. Demoff, W. S. | 68. Price, Capt. J. I. M. | 102. Lopez, H. B. | 136. Meek, H. F. | 170. Ron, M. P. |



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|-------|-------------------------|------------------------|------------------------|-----------------------|------------------------|--------------------|
| F. | 171. Brown, W. J. | 205. Davenport, D. L. | 227. Werts, L. A. | 249. Osburn, M. H. | 271. Sparkman, O. E. | 305. Hartridge, C. |
| B. | 172. Ekwurzel, C. O. | 206. Voyles, J. L. | 228. Mickelsen, M. L. | 250. Rodgers, J. J. | 272. Brakebill, J. F. | 306. Guerrero, C. |
| M. | 173. Lane, J. D. | 207. Parker, J. S. | 229. Hopkins, J. H. | 251. Foye, R. W. | 273. Knight, C. R. | 307. Reyes, J. M. |
| C. D. | 174. Canada, J. I. | 208. Johnson, E. P. | 230. Engstrom, D. F. | 252. Maples, J. M. | 274. Fischer, J. A. | 308. Goiri, S. |
| C. P. | 175. Kimball, H. M. | 209. Mitchell, G. E. | 231. Turlington, W. T. | 253. McKay, J. W. C. | 275. Habil, R. G. | 309. Barreiro, M. |
| | 176. Hicks, C. O. | 210. Meredith, W. C. | 232. Williams, H. W. | 254. Goen, P. J. | 276. Jackson, P. M. | 310. Main, E. S. |
| C. | 177. Caye, J. C. | 211. Wikle, J. W. | 233. Clover, R. V. | 255. Lassiter, J. C. | 277. Daussa, R. V. | 311. Burton, R. C. |
| E. | 178. Northington, J. R. | 212. Hudgins, W. H. | 234. Rickel, W. A. | 256. Schwartz, R. A. | 278. Handy, B. | 312. Harroun, J. |
| E. | 179. Samaan, V. C. | 213. Scarbrough, R. F. | 235. Pennington, A. T. | 257. Griffin, C. D. | 279. Schein, S. L. | 313. Dawson, W. |
| C. M. | 180. Hall, M. D. | 214. Daley, W. J. | 236. Weaver, J. W. | 258. Lyman, L. W. | 280. Pages, J. A. | 314. VanGorder, I. |
| M. | 181. Benedict, M. J. | 215. Kinlaw, J. A. | 237. Neville, J. B. | 259. Turner, R. L. | 281. Curry, P. H. | 315. Gildehaus, T. |
| J. | 182. Groover, D. T. | 216. Lawhon, J. R. | 238. Sams, M. J. | 260. Eure, B. T. | 282. Osorio, E. A. | 316. McIntyre, T. |
| R. | 183. Stacks, C. L. | 217. Palmer, B. F. | 239. Hardesty, H. H. | 261. Mella, F. X. | 283. Stone, D. T. | 317. Pajares, A. |
| R. J. | 184. McMeekin, T. H. | 218. Capes, J. M. | 240. Heymann, J. E. | 262. Savariego, S. F. | 284. Grant, D. T. | 318. Salame, G. E. |
| R. J. | 185. Murray, P. L. | 219. Ott, M. B. | 241. Howell, T. E. | 263. Minor, D. T. | 285. Lee, J. D. | 319. Akins, R. |
| C. | 186. Ramsey, R. L. | 220. Jordan, W. R. | 242. Davis, T. E. | 264. Fine, S. A. | 286. Brown, C. J. | 320. Tucker, R. P. |
| L. | 187. Harbour, G. A. | 221. Pierce, J. R. | 243. Skipper, C. R. R. | 265. Eason, J. C. | 287. Gilbert, D. E. | 321. Costin, J. E. |
| W. | 188. Terry, C. R. | 222. Barcenas, H. I. | 244. Barnett, J. R. | 266. McNitt, W. R. | 288. McKay, H. G. | 322. Shelamer, A. |
| D. C. | 189. Sampedro, P. C. | 223. Ordonez, G. | 245. Jones, F. M. | 267. Gowdith, L. E. | 289. Lyman, E. V. | 323. Waller, L. B. |
| R. | 190. Connor, J. F. | 224. Fernandez, C. | 246. Hopkins, R. B. | 268. Sheldon, D. M. | 290. Colley, H. B. | 324. Lanier, J. A. |
| A. | 191. Scribner, C. T. | 225. Fernandez, M. R. | 247. Hall, J. W. | 269. Stebbins, J. W. | 291. Reynolds, E. S. | 325. Summers, J. |
| D. M. | 192. Carlisle, J. A. | 226. Neville, C. F. | 248. Petkas, N. J. | 270. McLaurin, C. A. | 292. Sanders, J. D. | 326. Chandler, J. |
| M. | 193. Gilbert, C. D. | | | | 293. Ledford, W. A. | 327. Johnson, J. |
| W. L. | 194. Ruff, R. D. | | | | 294. Patton, G. W. | 328. Olds, D. R. |
| A. | 195. Bledsoe, L. D. | | | | 295. Kelley, C. M. | 329. Crawford, D. |
| B. G. | 196. Stockmar, L. H. | | | | 296. Cowart, O. H. | 330. Elk, T. E. |
| H. O. | 197. Wicker, J. D. | | | | 297. Dyas, D. D. | 331. Nolan, J. F. |
| C. J. | 198. Gilbert, C. D. | | | | 298. Pyles, H. T. | 332. Hays, L. L. |
| S. | 199. Abraham, R. E. | | | | 299. Crosby, J. W. | 333. Scott, T. M. |
| | 200. LeHardy, F. A. | | | | 300. Parker, Julian | 334. Reed, D. T. |
| | 201. Stewart, J. R. | | | | 301. Brown, J. G. | 335. Evans, H. A. |
| | 202. Sweeney, J. T. | | | | 302. Williamson, A. L. | 336. Kramer, R. J. |
| | 203. Boyce, G. W. | | | | 303. Bonner, O. C. | 337. Copeland, D. |
| | 204. Watson, W. E. | | | | 304. Ringwall, R. W. | 338. Griffiths, P. |

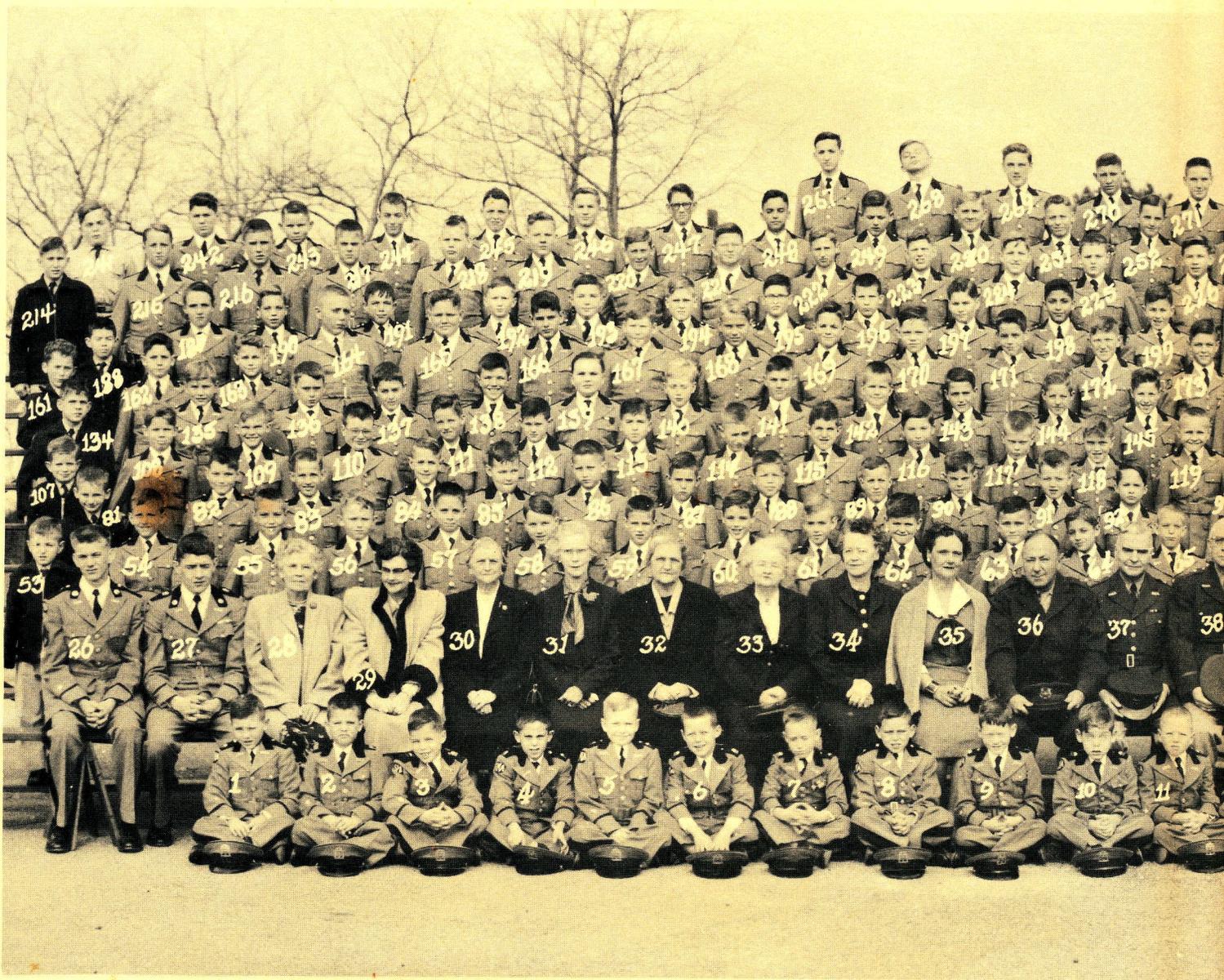
Faculty and Cadets of GEORGIA MILITARY ACADEMY

Over Thirty States and Twelve Foreign Countries Represented

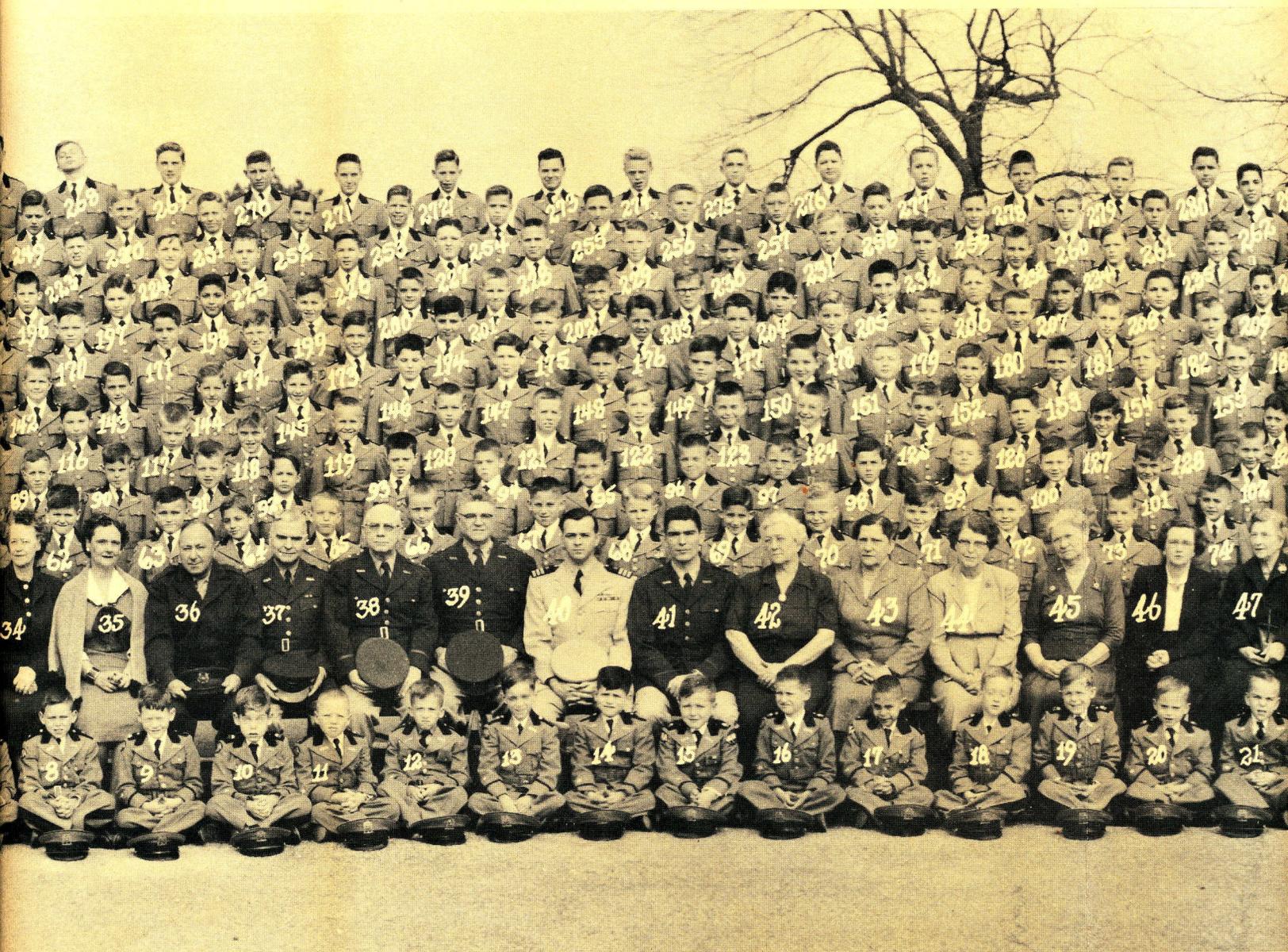
February 21, 1955



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|-------|-------------------------|---------------------------|-------------------------|---------------------------|------------------------|
| 0. E. | 305. Hartridge, C. L. | 339. Bynum, A. D. | 373. King, D. H. | 407. Flynn, J. R. | 441. Aviles, B. A. |
| F. | 306. Guerrero, C. H. | 340. Allen, T. C. | 374. Lee, J. A. | 408. Cox, D. E. | 442. Wistuba, R. E. |
| A. | 307. Reyes, J. M. | 341. Collier, J. B. | 375. Duffey, F. K. | 409. Sharp, J. B. | 443. Parker, J. S. |
| A. | 308. Goiri, S. | 342. Ray, E. D. | 376. Ehler, G. R. | 410. Douglas, B. N. | 444. Villoldo, P. A. |
| G. | 309. Barreiro, M. J. | 343. Lopez, J. V. | 377. Mitchell, W. S. | 411. Nettles, R. M. | 445. Brown, J. F. |
| M. | 310. Main, E. S. | 344. Oelschig, C. H., III | 378. Watkins, R. J. | 412. Fernandez, A. P. | 446. Bonner, D. F. |
| V. | 311. Burton, R. C. | 345. Leaphart, J. A. | 379. Kennedy, W. S. | 413. McKown, D. F. | 447. Pinkerton, R. S. |
| L. | 312. Harroun, J. S. | 346. Cornelison, T. G. | 380. Nicholas, J. O. | 414. Spikes, J. H. | 448. McGaughey, R. T. |
| I. | 313. Dawson, W. R. | 347. Boros, A. P. | 381. Clements, R. S. | 415. Bronson, I. O. | 449. Evans, R. D. |
| A. | 314. VanGorder, H. | 348. Shackelford, T. J. | 382. Harper, W. F. | 416. Makinson, W. B., III | 450. Partch, B. L. |
| I. | 315. Gildehaus, T. A. | 349. Ramos, F. B. | 383. Lyons, W. G. | 417. Economy, O. S. | 451. Dill, W. W. |
| A. | 316. McIntyre, T. M. | 350. Villarroel, M. | 384. Herlihy, R. A. | 418. Parks, J. D. | 452. Greer, R. W. |
| I. | 317. Pajares, A. | 351. DeMent, F. W., Jr. | 385. Johnson, A. T. | 419. Walton, R. W. | 453. Mayer, A. |
| E. | 318. Salame, G. E. | 352. Leathers, J. S. | 386. DuVall, W. B. | 420. Badger, N. S. | 454. Figueredo, L. |
| G. | 319. Akins, R. | 353. Devoto, W. W. | 387. Richards, W. L. | 421. Norton, L. O. | 455. Mendez, F. C. |
| V. | 320. Tuckar, R. P., III | 354. Ahercrombie, W. F. | 388. Allen, W. L. | 422. Collier, P. T. | 456. Pajares, L. |
| B. | 321. Costin, J. E. | 355. Ahrendt, C. P. | 389. Lewis, D. K. | 423. Garvin, J. M. | 457. Sosebee, R. P. |
| S. | 322. Shelamer, A. M. | 356. Richardson, J. B. | 390. Fields, J. C. | 424. Garcia, R. L. | 458. Farmer, T. B. |
| L. | 323. Waller, L. B. | 357. Jackson, L. P. | 391. Lecher, C. F., Jr. | 425. Kerr, R. E. | 459. Reese, A. C. |
| S. | 324. Lanier, J. A. | 358. Williams, P. M. | 392. Marlow, J. W. | 426. Singletary, M. R. | 460. Christian, P. H. |
| D. | 325. Summers, J. M. | 359. Hudson, F. R. | 393. Woods, W. H. | 427. Fitchett, J. P. | 461. Macris, D. N. |
| A. | 326. Chandler, J. B. | 360. Hudson, J. M. | 394. Moore, C. L. | 428. Cansler, C. L. | 462. Sibley, G. W. |
| A. | 327. Johnson, J. V. | 361. Barsh, W. P. | 395. Fisher, H. C. | 429. Wood, F. C. | 463. Haley, D. R. |
| W. | 328. Olds, D. R. | 362. Miller, W. P. | 396. White, D. K. | 430. Gillon, P. N., Jr. | 464. Bellamy, D. R. |
| M. | 329. Crawford, D. C. | 363. Herschelmann, F. Q. | 397. Gentry, C. J. | 431. McNeely, J. H. | 465. Richardson, C. A. |
| H. | 330. Elk, T. E. | 364. McMahon, W. S. | 398. Copeland, R. A. | 432. Stewart, B. F. | 466. McKown, J. W. |
| T. | 331. Nolan, J. F. | 365. Crawford, P. H. | 399. Bryant, P. E. | 433. Doyle, W. H. | 467. O'Rear, A. D. |
| W. | 332. Hays, L. L. | 366. Espy, C. B. | 400. Thomas, Carl | 434. Patterson, H. E. | 468. Brown, D. M. |
| W. | 333. Scott, T. M. | 367. Boyd, R. S. | 401. Harris, O. L. | 435. Kelley, S. H. | 469. Baker, R. E. |
| ian | 334. Read, D. T. | 368. Callinan, J. J. | 402. Peavy, J. R. | 436. Winterfield, P. A. | 470. Lubkin, W. F. |
| G. | 335. Evans, H. A. | 369. Norton, R. H. | 403. Phillips, T. A. | 437. Drake, D. D. | 471. Tyson, J. R. |
| A. L. | 336. Kramer, R. A. | 370. Peavy, C. J. | 404. Yarbrough, E. L. | 438. Pullium, H. H. | 472. Hamlett, J. E. |
| C. | 337. Copeland, D. | 371. Rovig, J. A. | 405. White, H. T. | 439. Kaigler, D. | 473. Brannon, R. C. |
| R. W. | 338. Griffiths, P. A. | 372. Diaz, H. M. | 406. Parker, R. H. | 440. Elrod, W. C. | 474. Herndon, D. L. |



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|-----------------------|--------------------------------|----------------------|-----------------------|---------------------------|-----------------|
| 1. Lanier, W. C. | 27. Akins, R. | 53. Gay, W. G. | 79. Warren, L. F. | 105. Scarborough, B. | 131. Stanford |
| 2. Patch, D. D. | 28. Mrs. Floyd Cooper | 54. Dunbar, S. D. | 80. Hall, M. D. | 106. Godwin, C. D. | 132. Knudsen |
| 3. Brown, E. W. | 29. Mrs. Mildred Beiter | 55. Mayeske, M. J. | 81. King, K. E. | 107. Baker, H. L. | 133. Cotton, |
| 4. Cinman, A. P. | 30. Mrs. Annie Johnson | 56. Fuller, J. S. | 82. Payne, T. M. | 108. Cottongim, F. J. | 134. Rounds, |
| 5. Zuber, L. D. | 31. Miss Tessie Smith | 57. Sweeney, R. M. | 83. Van Gorder, W. D. | 109. Hardy, H. R. | 135. Maples, |
| 6. Poore, A. P. | 32. Mrs. J. H. Hopkins | 58. Potts, R. M. | 84. Suchke, R. K. | 110. Maxwell, P. A. | 136. Breland |
| 7. Blalock, J. E. | 33. Miss Ada M. West | 59. Smith, M. F. | 85. Justice, A. J. | 111. Paulk, G. C. | 137. Priest, |
| 8. Wyatt, C. W. | 34. Miss Arlevia Burson | 60. Manus, L. R. | 86. Daniels, P. E. | 112. Preston, C. M. | 138. Wyatt, |
| 9. Giles, S. | 35. Mrs. C. H. Peacock | 61. Fleming, T. D. | 87. Hite, H. E. | 113. Powers, G. R. | 139. Teasley, |
| 10. Clawson, R. W. | 36. Capt. L. J. Fouts | 62. Bethea, P. L. | 88. Farquharson, H. | 114. McHenney, D. J. | 140. Potts, C. |
| 11. Walden, D. L. | 37. Major C. W. Herman | 63. Thomas, M. R. | 89. Meredith, C. G. | 115. Dunlap, J. A. | 141. Gillis, J. |
| 12. Massengill, K. W. | 38. Col. R. S. Rosser | 64. Kurschner, P. L. | 90. McCord, F. L. | 116. Schell, S. T. | 142. Thomps |
| 13. Glisson, M. | 39. Col. W. R. Brewster | 65. Rogers, B. | 91. Jackson, R. A. | 117. Johnson, G. P. | 143. Bynum, |
| 14. Leeming, H. C. | 40. Comdr. W. R. Brewster, Jr. | 66. Evans, A. L. | 92. Crump, H. W. | 118. Kicklighter, J. A. | 144. Green, |
| 15. Monk, M. E. | 41. Capt. C. H. Davis | 67. Tobin, H. A. | 93. Smith, J. R. | 119. Reynolds, J. H. | 145. MacAul |
| 16. Paulk, G. R. | 42. Mrs. P. W. Stilwell | 68. Briggs, J. R. | 94. Baker, R. L. | 120. Benton, R. C. | 146. Frumkin |
| 17. Ritz, G. A. | 43. Mrs. J. M. Adams | 69. Rado, S. A. | 95. Boyle, T. M. | 121. Corbitt, R. A. | 147. Almand |
| 18. Dunbar, D. M. | 44. Mrs. Paul Aiken | 70. Casey, C. | 96. Crenshaw, J. G. | 122. Hollingsworth, J. D. | 148. Phillips, |
| 19. Cotton, D. M. | 45. Miss Janette Tillman | 71. Tribble, R. W. | 97. Snyder, K. | 123. Turner, H. J. | 149. Moseley |
| 20. Welch, G. C. | 46. Mrs. Winn Jackson | 72. Jernberg, C. D. | 98. Strickland, F. D. | 124. Crook, L. W. | 150. Berenso |
| 21. Schlacht, G. R. | 47. Mrs. C. A. Long | 73. Sisselman, I. M. | 99. Gill, L. E. | 125. Buchika, J. A. | 151. Smith, |
| 22. Farlow, J. D. | 48. Miss Annie M. Hicks | 74. McCrackin, C. A. | 100. Allen, J. P. | 126. Calore, A. | 152. Pilcher, |
| 23. McCrackin, M. O. | 49. Mrs. H. W. Edwards | 75. Brown, S. M. | 101. Parnell, A. C. | 127. Pergament, P. D. | 153. Carter, |
| 24. Ferguson, R. H. | 50. Mrs. M. J. Castellanos | 76. Lawhon, C. D. | 102. Chandler, J. R. | 128. Waldrep, D. A. | 154. Bragg, |
| 25. Strange, R. E. | 51. Adams, H. W. | 77. McQueary, C. | 103. Brymer, E. F. | 129. Bible, W. B. | 155. Withers |
| 26. Brown, D. M. | 52. Glenn, J. K. | 78. Andersen, R. | 104. Beauford, J. R. | 130. Plaster, G. A. | 156. Everette |



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|---------------------------|----------------------|-----------------------|-------------------------|------------------------|---------------------|
| 105. Scarborough, B. | 131. Stanford, T. | 157. Harbour, R. J. | 168. Wall, R. C. | 179. Andersen, P. E. | 205. Stayton, V. |
| 106. Godwin, C. D. | 132. Knudsen, J. T. | 158. Feldman, A. S. | 169. Rhoads, K. T. | 180. Moody, D. L. | 206. Garber, H. V. |
| 107. Baker, H. L. | 133. Cotton, T. A. | 159. Yarbrough, W. K. | 170. Hines, M. R. | 181. Perkins, C. S. | 207. Chamberlain |
| 108. Cottongim, F. J. | 134. Rounds, D. S. | 160. Bonner, D. F. | 171. Farquharson, T. E. | 182. Brown, H. A. | 208. Wadle, J. R. |
| 109. Hardy, H. R. | 135. Maples, M. D. | 161. Fritzsche, P. M. | 172. Waldorf, E. | 183. Reeves, J. T. | 209. Pergament, I. |
| 110. Maxwell, P. A. | 136. Breland, E. D. | 162. Barfield, L. J. | 173. DuVall, H. H. | 184. Booth, A. B. | 210. Clawson, R. |
| 111. Paulk, G. C. | 137. Priest, S. W. | 163. Heth, D. L. | 174. Wilner, D. M. | 185. Hayden, S. S. | 211. Measley, B. |
| 112. Preston, C. M. | 138. Wyatt, C. R. | 164. Brown, C. | 175. Dunning, R. E. | 186. Harris, M. N. | 212. Weinstein, S. |
| 113. Powers, G. R. | 139. Teasley, J. R. | 165. Cesaroni, M. J. | 176. Lemieux, R. R. | 187. Sadlock, E. M. | 213. Gardner, H. |
| 114. McHenney, D. J. | 140. Potts, C. | 166. Fullerton, E. H. | 177. Crawford, J. H. | 188. Hulsey, J. C. | 214. Wilhoit, J. T. |
| 115. Dunlap, J. A. | 141. Gillis, J. M. | 167. McDaniel, D. C. | 178. White, H. | 189. Kell, D. F. | 215. Ruff, O. T. |
| 116. Schell, S. T. | 142. Thompson, W. C. | | | 190. Sanders, J. C. | 216. Turnbull, R. |
| 117. Johnson, G. P. | 143. Bynum, T. W. | | | 191. Poindexter, J. E. | 217. Allanson, T. |
| 118. Kicklighter, J. A. | 144. Green, J. R. | | | 192. Boggs, W. B. | 218. Reynolds, W. |
| 119. Reynolds, J. H. | 145. MacAuley, M. R. | | | 193. Edwards, J. S. | 219. Sacre, R. K. |
| 120. Benton, R. C. | 146. Frumkin, A. | | | 194. Oblander, L. D. | 220. Kiefert, C. V. |
| 121. Corbitt, R. A. | 147. Almand, J. B. | | | 195. Miner, R. G. | 221. Mobley, J. I. |
| 122. Hollingsworth, J. D. | 148. Phillips, H. R. | | | 196. Riggs, W. | 222. Neville, L. C. |
| 123. Turner, H. J. | 149. Moseley, L. | | | 197. Veale, J. M. | 223. Braswell, O. |
| 124. Crook, L. W. | 150. Berenson, J. | | | 198. Moran, J. S. | 224. Barr, J. C. |
| 125. Buchika, J. A. | 151. Smith, H. H. | | | 199. Sykora, W. | 225. Hobbs, T. M. |
| 126. Calore, A. | 152. Pilcher, R. W. | | | 200. Adam, J. A. | 226. Johnson, R. |
| 127. Pergament, P. D. | 153. Carter, T. E. | | | 201. Kreiss, R. P. | 227. Rice, E. B. |
| 128. Waldrep, D. A. | 154. Bragg, T. T. | | | 202. Watkins, G. H. | 228. Sims, V. M. |
| 129. Bible, W. B. | 155. Withers, P. B. | | | 203. Walker, A. C. | 229. Farrar, M. C. |
| 130. Plaster, G. A. | 156. Everette, C. J. | | | 204. Samayoa, A. | 230. Campbell, L. |

Faculty and Cadets of GEORGIA MILITARY ACADEMY

Lower School

February 21, 1955



Harbour, R. J. 168. Wall, R. C.
 Feldman, A. S. 169. Rhoads, K. T.
 Yarbrough, W. K. 170. Hines, M. R.
 Bonner, D. F. 171. Farquharson, T. E.
 Fritzsche, P. M. 172. Waldorf, E.
 Garfield, L. J. 173. DuVall, H. H.
 Heth, D. L. 174. Wilner, D. M.
 Brown, C. 175. Dunning, R. E.
 Cesaroni, M. J. 176. Lemieux, R. R.
 Fullerton, E. H. 177. Crawford, J. H.
 McDaniel, D. C. 178. White, H.

179. Andersen, P. E.
 180. Moody, D. L.
 181. Perkins, C. S.
 182. Brown, H. A.
 183. Reeves, J. T.
 184. Booth, A. B.
 185. Hayden, S. S.
 186. Harris, M. N.
 187. Sadlock, E. M.
 188. Hulsey, J. C.
 189. Kell, D. F.
 190. Sanders, J. C.
 191. Poindexter, J. E.
 192. Boggs, W. B.
 193. Edwards, J. S.
 194. Oblander, L. D.
 195. Miner, R. G.
 196. Riggs, W.
 197. Veale, J. M.
 198. Moran, J. S.
 199. Sykora, W.
 200. Adam, J. A.
 201. Kreiss, R. P.
 202. Watkins, G. H.
 203. Walker, A. C.
 204. Samayoa, A.
 205. Stayton, V. A.
 206. Garber, H. W.
 207. Chamberlain, J. P.
 208. Wadle, J. R.
 209. Pergament, P. D.
 210. Clawson, R. L.
 211. Measley, B. F.
 212. Weinstein, S. E.
 213. Gardner, H. E.
 214. Wilhoit, J. T.
 215. Ruff, O. T.
 216. Turnbull, R. W.
 217. Allanson, T. W.
 218. Reynolds, W. C.
 219. Sacre, R. K.
 220. Kiefert, C. W.
 221. Mobley, J. L.
 222. Neville, L. O.
 223. Braswell, O. W.
 224. Barr, J. C.
 225. Hobbs, T. M.
 226. Johnson, R. W.
 227. Rice, E. B.
 228. Sims, V. M.
 229. Farrar, M. C.
 230. Campbell, L. K.

231. Woods, J. E.
 232. Williams, T. E.
 233. Waits, L. A.
 234. Sjostrom, R.
 235. Roberts, R. K.
 236. Simpson, B. C.
 237. Carmichael, W. C.
 238. Girardeau, F. C.
 239. Knoepfle, H. L.
 240. Merrell, P. H.
 241. Tomlinson, R. A.
 242. Moore, D. W.
 243. Unterspan, J. A.
 244. Palmer, D. M.
 245. Wright, J. L.
 246. Rickel, D. J.
 247. Wolf, H. L.
 248. Guerrero, A.
 249. Orr, W. C.
 250. Dixon, S. J.
 251. Jorgensen, G. D.
 252. Allgood, H. W.
 253. Schoultz, R. K.
 254. Crawford, W. A.
 255. Guess, R. A.
 256. Hughie, F. E.

257. Wander, J. A.
 258. Hester, H. J.
 259. Stacks, R. M.
 260. Briggs, R. P.
 261. Wilkin, R. D.
 262. Martinez, J. A.
 263. Werner, W. R.
 264. Gonzalez, R. P.
 265. Brown, W. G.
 266. Wallace, C. W.
 267. Stayton, A. W.
 268. Hartsell, L. B.
 269. Turbiville, T. F.
 270. Eidson, D. K.
 271. Copeland, G. D.
 272. Harris, P. R.
 273. Barnes, C. G.
 274. Gray, J. H.
 275. Palmer, A. W.
 276. Couch, W. J.
 277. Dunstan, J. H.
 278. Carver, D. A.
 279. Raley, K. L.
 280. Ruggiero, J. R.
 281. Brown, T. M.

Faculty and Cadets of GEORGIA MILITARY ACADEMY

Lower School

February 21, 1955

GEORGIA MILITARY ACADEMY

COLLEGE PARK, GEORGIA

We do not solicit the enrollment of boys who do not respect authority and who are unwilling to abide with the rules of a well organized school.

APPLICATION BLANK

(To Be Filled in and Signed by Parent or Guardian)

.....195.....

To the President
Georgia Military Academy
College Park, Georgia

Check one { Boarding Student Junior School
Day Student Secondary School
SUMMER SCHOOL

Sir:

I have examined your catalogue and hereby enter my son or ward for the next school year, subject to the terms set forth in this book and including those price changes as outlined on the back of this application. I agree to be governed by the financial obligations and school regulations as stated in the catalogue, and make payments according to schedule. I am enclosing my check for \$25, which will be deducted from the initial payment. I desire to make payments according to Plan No.....

1. Full name of candidate.....
2. Date of Birth..... Month..... Day..... Year.....
3. Weight..... Height..... Health.....
4. Physical defects..... Church Preference.....
5. School attended last year..... Address.....
6. Class finished..... Condition of eyes..... Teeth.....
7. Course to be pursued—Classical, Engineering, English-Commercial, English-Scientific, Post Graduate, West Point, Annapolis, Junior School (specify grade).....
8. Do you expect him to go to college?.....
9. Name three colleges one of which he will likely attend.....
10. Does he know how to study?..... Name Local Newspaper.....
11. Has he ever been dismissed from school or made to appear before a juvenile court for misconduct?.....
12. If a day student, do you wish your son to have warm lunches in the school mess hall?..... Do you wish him to use school transportation?.....
13. I do, do not (scratch one) desire to take the accident policy outlined in the catalogue.

Please give two references as to your son's character.

Name..... Name.....
Address..... Address.....

In case of emergency you have my permission to secure medical or surgical treatment and hospital service at my expense.

Home Telephone..... Parent or Guardian.....

Business Telephone..... Post Office Address.....

APPLICANT'S PLEDGE:

If accepted as a member of the Corps of Cadets of Georgia Military Academy I solemnly promise to behave as a gentleman and to cooperate with the school authorities to the best of my ability.

Signed.....

CHARGES AND PLANS OF PAYMENT

(Prices below are subject to change)

FOR ALL BOARDING STUDENTS:

Room, board, tuition, laundry, hair cutting, and cleaning and pressing	\$1,125.00
Uniforms—\$175.00 plus Ga. Sales Tax \$5.25	180.25
Total	\$1305.25

FOR ALL DAY STUDENTS:

Tuition	\$ 350.00
Uniforms—\$175.00 plus Ga. Sales Tax \$5.25	180.25
Transportation to and from Atlanta on busses	\$ 125.00
Warm lunches in school mess hall—Per school year: Payable on entrance, \$120.00; payable monthly	125.00

FOR BOARDING CADETS AND DAY STUDENTS:

Book deposits should be made as a separate transaction with the bookstore at the opening of school as follows: 1st thru 3rd grades \$20.00; 4th thru 7th grades \$25.00; 8th thru 10th grades \$35.00; above 10th grade \$40.00. The deposit for shoes (price \$6.50 to \$10.50 per pair plus tax, depending on size and quality) should be made at the cadet store.

PAYMENTS FOR BOARDING STUDENTS:

The following three plans are offered:

1. Complete payment during the summer or on entrance. (See paragraph below).
2. Cash on entrance \$705.25; one payment of \$300.00 due November 15; one payment of \$300.00 due Feb. 1.
3. Cash on entrance \$521.25; one note for \$200 due Oct. 15; six notes of \$100 each due Nov. 15, Dec. 15, Jan. 15, Feb. 15, March 15, and April 15.

PAYMENTS FOR DAY STUDENTS:

The following three plans are offered:

1. Complete payment during the summer or on entrance. (See paragraph below).
2. Cash on entrance \$350.25; two payments of \$90 each due Dec. 1 and Feb. 1.
3. Cash on entrance \$285.25; and five notes of \$50 each maturing monthly beginning November 1.

DISCOUNTS:

As a special inducement to early registration and full payment in advance of the school bill and with a view to cooperate with patrons who wish to effect a saving, the school will allow a discount of \$66.00 for boarding students and \$21.00 for day students when the bill for tuition and uniforms is paid in full by July 10th, \$55.00 for boarding students and \$17.50 for day students if paid by August 10, and \$44.00 for boarding students and \$14.00 for day students if paid on or before the opening of school.

Ten percent discount on tuition and the additional discounts as outlined above are allowed where two or more boys are enrolled from the same family.

Those students who report before the opening of school for football training will be expected to have their initial payment in the office when they arrive.

EXTRA CHARGES:

Music lessons—Band or Piano, per month	\$10.00
Lessons in reading clinic, per month	10.00
Students taking typing, for use of the machine per year	20.00
Lab. fee for Biology, Chemistry or Physics, per year	10.00
Diploma fee and twelve commencement invitations to be paid by May 10th	10.00
Physical examinations for R.O.T.C.	3.00

SUMMER SCHOOL CHARGES

(Eight Weeks)

BOARDING STUDENTS:

JUNIOR SCHOOL—Room, board, tuition, laundry, haircutting, including book deposit	\$305.00
SENIOR SCHOOL—Room, board, tuition, laundry, haircutting, including book deposit	310.00

DAY STUDENTS:

JUNIOR SCHOOL—Tuition and book deposit	\$155.00
(warm lunches optional)	28.00
SENIOR SCHOOL—Tuition and book deposit	\$160.00
(warm lunches optional)	28.00

If for any reason the applicant should not enter G.M.A. after cash payment has been made, it is agreed that the amount paid will be returned except for the \$25.00 reservation fee.

Before this application can be finally accepted a transcript of satisfactory credits and conduct must be forwarded by Principal of School. This should be done immediately.

STARR, D.

